YUKON
DEPARTMENT
OF EDUCATION

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1998/1999

1999/2000

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102-03051/

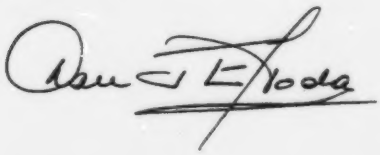
Honourable Dennis Schneider
Speaker of the Legislative Assembly
Government of Yukon
Whitehorse, Yukon

Dear Mr. Speaker:

I have the honour to submit to you the Annual Reports of the Department of Education for the period April 1, 1998 to March 31, 2000.

This report will provide Members of the Assembly and the public with much valuable information covering the operations of the Department of Education.

Yours truly,



Dale Eftoda
Minister of Education

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Honourable Dale Eftoda
Minister of Education
Government of Yukon
Whitehorse, Yukon

Dear Minister:

I respectfully submit for your consideration, and that of the Yukon Legislative Assembly, the Annual Reports of the Department of Education for the 1998-99 and 1999-00 years. This report is intended to fulfill the reporting requirements mandated in section 5(h) of the Education Act.

The Department's major activities in 1998-99 included completing the revised Student Assessment Plan, building the new $5.2 million Chief Zzeh Gittlit School in Old Crow, updating the Yukon Training Strategy, and taking a lead role in developing and implementing the new Yukon Youth Strategy, which was tabled in the Fall of 1998. The Department's 1998-99 budget also dedicated an additional $200,000 to programming for young people.

In 1999-2000, the Department started construction on the new school for Ross River, began the review of the Yukon Literacy Strategy, and initiated work with our Partners in Education on the mandated review of the territory's *Education Act*.

The 1999 year also saw the introduction of a pilot program to examine the possibilities of Internet-based Distributed Learning in the Yukon, and the hiring of a curriculum initiatives coordinator.

Earlier reports provided extensive descriptions of the recurring activities of the Department. This report departs from that tradition in an effort to increase accountability by providing more information on the Department's major initiatives and by including, where possible, indicators of performance.

This report is the first step in moving towards a more useful and meaningful report. We look forward to public feedback on this new format and focus.

Yours truly,

Wolf Riedl

Wolf Riedl,
Deputy Minister of Education

DEPARTMENTAL OVERVIEW

Departmental Objective

To ensure effective learning opportunities are available for all Yukon people so they may achieve their personal potential. This is to be achieved through planning, developing, implementing and evaluating:

- elementary and secondary education for all school age children;
- Native Language Education Programs and the training of aboriginal languages teachers;
- French Language Programs;
- adult training, education and labour force development programs; and
- library, archival and access to information services.

Branches and Divisions

Public Schools Branch

The Public Schools Branch is responsible for the establishment and implementation of Kindergarten to Grade 12 programming and strategies to achieve the goals and objectives outlined in Section 4 of the Education Act. The branch places a particular emphasis on development of literacy and numeracy skills in all Yukon children. The Branch operates 27 schools located throughout the territory, including three Roman Catholic Schools in Whitehorse. The branch supports the Yukon Francophone School Board which in turn operates the territory's only French first language school. Most Yukon schools have advisory bodies called school councils, made up of parents and community members.

The branch provides support to Home Educators, operates a 38 bed student residence in Whitehorse and provides curriculum to students through distance learning and to students with special needs. The Yukon school system provides programming in English and French Immersion from Kindergarten through Grade 12 and follows the British Columbia curriculum.

Libraries and Archives Division

The Libraries and Archives Division oversees a comprehensive public and community library system throughout the territory. It provides research materials and creative programming to the public through the regional library in Whitehorse and the 14 community libraries. Yukon Archives acquires, preserves, and makes available documentary sources related to Yukon history, cultures, and development. The Territorial Archivist supports public accessibility to government information and protection of privacy through administration of the *Access to Information and Protection of Privacy* Act.

Advanced Education Branch

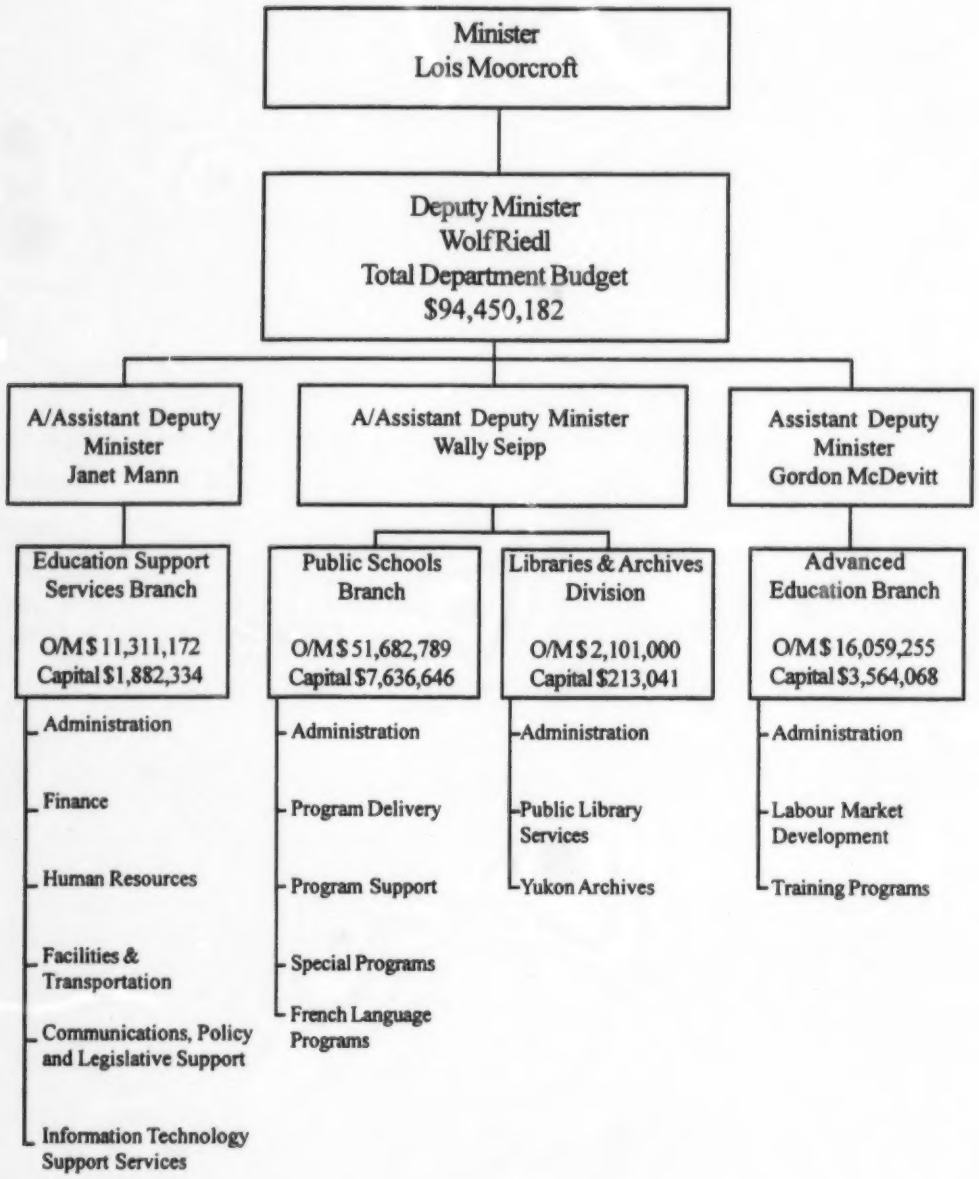
The Advanced Education Branch is responsible for planning, coordination and delivery of adult training and education in order to help Yukon people take advantage of emerging employment and socioeconomic opportunities. The market branch provides labour programs and services, apprenticeship training, literary initiatives, youth programs and student financial assistance. It facilitates training initiatives, settlement services and administers trades schools. It also provides support and core funding to Yukon College—the territory's only post-secondary institution.

Education Support Services

The Education Support Services Branch provides services to Public Schools and Advanced Education Branches in the areas of administration, transportation, facilities, school and student information, communications, technology and policy.

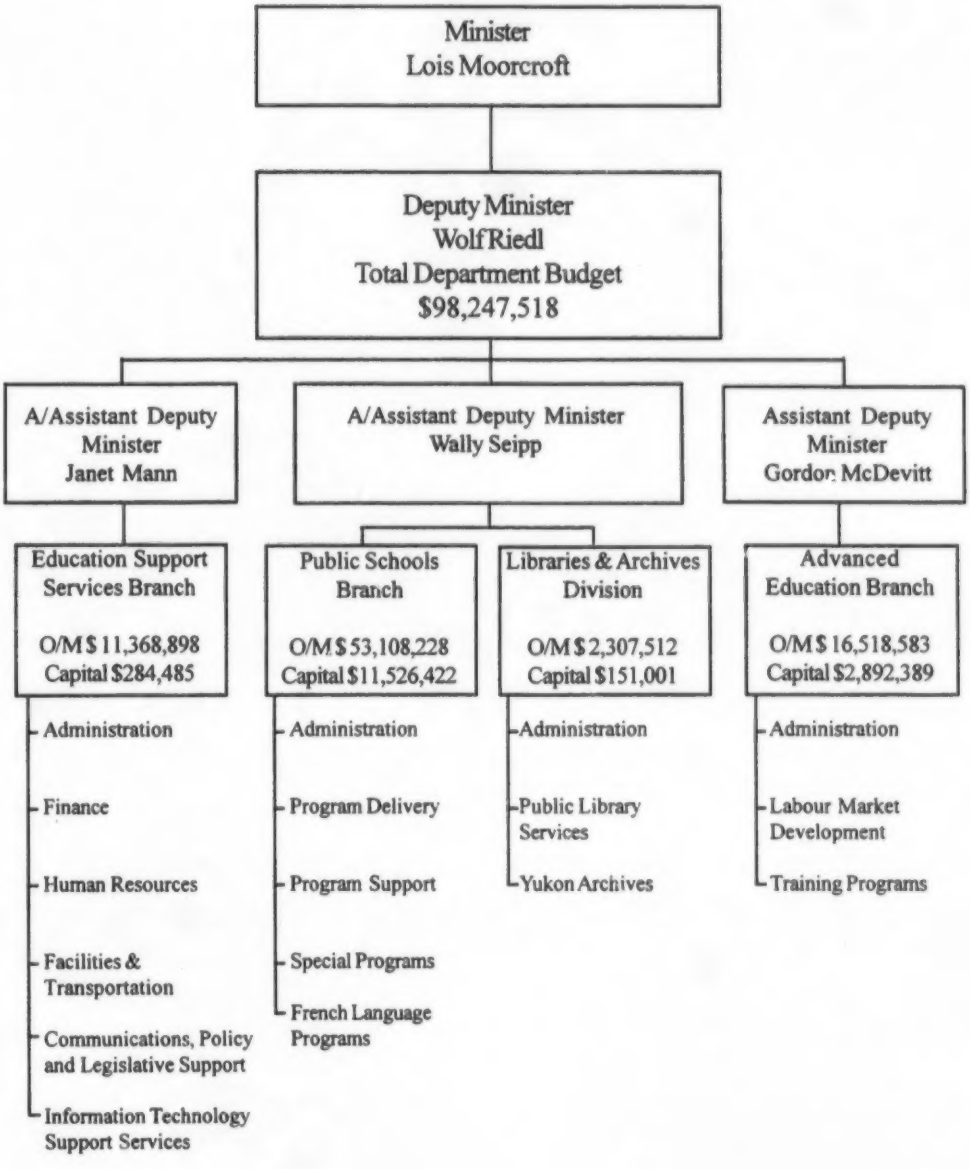
DEPARTMENT OF EDUCATION — 1998/99

Relationship between Organization and Programs



DEPARTMENT OF EDUCATION — 1999/00

Relationship between Organization and Programs



PUBLIC SCHOOLS BRANCH

The Public Schools Branch is responsible for the direct supervision of 27 Yukon Schools. École Émilie-Tremblay, the Yukon's only French first language school, reports to the Francophone School Board. The Public Schools Branch also represents the Government of Yukon on the Western Canada Protocol (WCP), a consortium of education ministries, and on all matters relating to curriculum and assessment within both the WCP and British Columbia.

Program Objectives

To support the learning process - including the acquisition of knowledge and the development of skills - for all Yukon school age children in accordance with Section 4 of the *Education Act* by:

- providing for the development of locally and culturally relevant courses of study;
- providing and supporting French and Aboriginal language programs in Yukon schools;
- providing resources which support school-based special needs programs;
- providing and supporting a student assessment program with a focus on literacy and numeracy skills;
- providing for an enhanced reading program in the primary grades through the implementation of early intervention strategies;
- providing for gender equity in the classroom;
- providing for environmental awareness through curriculum, experiential education, and the participation of schools in environmental programs;
- completing the implementation of a two-tier grade system in Whitehorse schools (98/99);
- maintaining a conservation action program involving students, staff and maintenance personnel, for the efficient mechanical operation of school buildings (98/99); and
- providing tools and resources to support curriculum delivery (99/00).

To strengthen the partnership of the Department of Education with teachers, parents, students, First Nation governments, the labour and business sectors, and the larger community, by:

- ensuring that parents are active partners in the education decision-making process;
- working closely with school councils and school boards in the governance of the Yukon education system;
- implementing relevant obligations of the Yukon Government under the Land Claims settlement; and
- providing effective consultation links with our partners.

To manage program delivery in schools effectively and efficiently, by:

- building and maintaining school facilities to support program delivery relevant to the student population;
- continuing to support the site-based management of resources;
- providing support for professional development of staff, consistent with emerging needs in Yukon schools;
- maintaining a staffing protocol for professional staff that supports Yukon graduates and Yukon people working in the school system, in a manner consistent with Yukon Hire objectives;
- providing for school improvement through assessments of individual schools and their programs; and
- providing for safe school environments.

Characteristics and Features of the Public School System

Participation

A. Enrollment by school

B. Enrollment by program

Educators

C. Pupil-teacher ratio

D. Teachers and Paraprofessinals (FTEs)

Finances

E. Expenditure per student

Highlights

Over the past five years enrollment has declined significantly. In March 1996, there were 6,030 students enrolled in Yukon schools. By March 2000, enrollment was 5,833. This represents a decline of nearly 200 students or approximately three percent.

From 1995/96 to 1999/00, program enrollment, as a percentage of total enrollment, has remained relatively unchanged for the Francophone school and for the French Immersion program. A five percent decline in the nondenominational English system has been offset by a corresponding five percent increase in the Catholic System. The redistribution of students between these two systems is predominantly attributable to increased capacity in the Catholic system as a result of grade reorganization. The distribution of students between elementary and secondary has remained fairly constant at approximately 60 percent elementary and 40 percent secondary. Similarly, the distribution of students between Whitehorse (urban) and the communities (rural) has remained virtually unchanged at 75 percent urban and 25 percent rural. Gender distribution was also constant with males outnumbering females by about four percent (52 percent males-vs-48 percent females).

From 1996/97 to 1999/00 the percentage of students who self-identify as being of First Nations (aboriginal) ancestry has increased by two percent from approximately 25 percent of the total student population to 27 percent. This increase is attributable in part to declining enrollment in the non First Nations (non aboriginal) population and to increased self-identification.

Since 1995 the pupil teacher ratio has decreased from 13.5:1 to 12:5 to 1. The Yukon ratio compares favourably to the Canadian average of approximately 16:1.

Expenditures per student have increased from $7,812 to $8,751 per student over the course of the last five years. This increase is in part due to decreased efficiencies of scale resulting from declining enrollment and from lowering the pupil-teacher ratio.

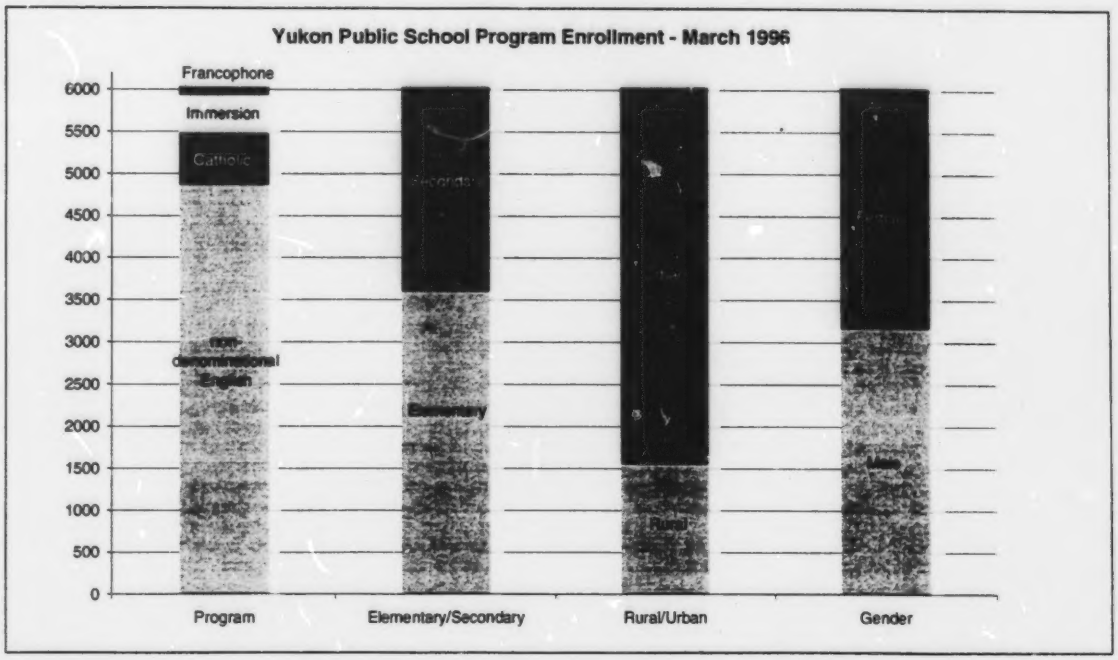
The charts that follow provide more details.

Source: All information related to Public Schools statistics is based on the student data in the Department's Student Information Management System (SIMS). National trend information in the Pupil-Teacher Ratio and Per Pupil Expenditures charts comes from: Education Indicators in Canada, Report of the Pan-Canadian Education Indicators Program 1999. Co-published by: Council of Ministers of Education, Canada and Statistics Canada.

Yukon Public School Enrollment Figures
March 1996 to March 2000

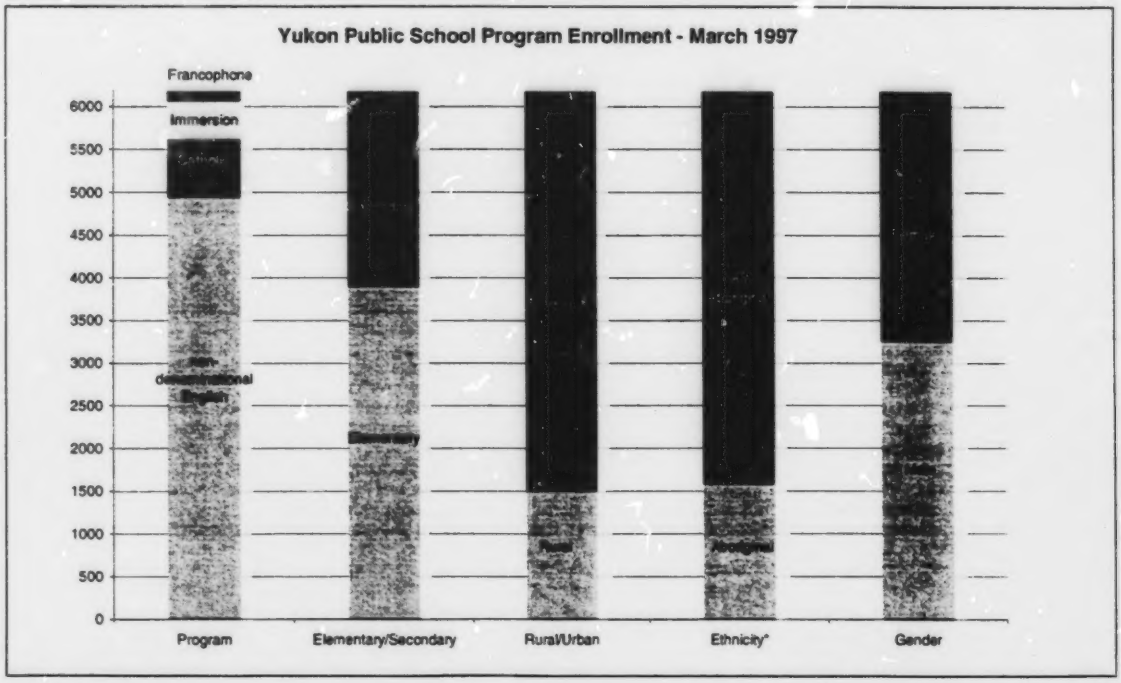
SCHOOL	Mar-2000	Mar-1999	Mar-1998	Mar-1997	Mar-1996
Beaver Creek	16	19	20	14	21
Carcross Community	49	56	46	45	66
Chief Zzeh Gittlit	67	51	63	62	57
Christ the King Elementary	317	311	245	212	209
Del Van Gorder	75	116	167	220	241
École Émilie-Tremblay	114	108	109	113	99
Elijah Smith Elementary	230	239	252	290	221
Eliza Van Bibber	83	76	77	77	74
F.H. Collins Secondary	650	737	838	732	801
F.H. Collins Secondary Imm	110	120	133	77	75
Golden Horn Elementary	291	282	299	286	234
Grey Mountain Primary	98	91	112	119	129
Hidden Valley Elementary	149	160	171	169	131
Holy Family Elementary	179	183	191	184	177
J.V. Clark	105	102	99	99	101
Jack Hulland Elementary	465	493	497	515	459
Johnson Elementary	174	166	172	176	200
Kluane Lake	6	9	6	6	4
Porter Creek Secondary[1]	685	606	485	347	372
Riverdale Jr. Secondary[2]	-	-	-	254	351
Riverdale Jr. Secondary Imm.[2]	-	-	-	63	99
Robert Service	264	262	291	280	279
Ross River	74	81	75	83	75
Selkirk Elementary	252	261	302	323	287
St. Elias Community	140	159	172	168	163
Takhini Elementary	224	219	230	241	184
Tantalus	93	103	93	106	97
Teslin	54	55	50	53	70
Vanier Catholic Secondary[3]	440	429	384	285	234
Watson Lake High	103	101	102	102	107
Whitehorse Elementary	81	107	149	167	137
Whitehorse Elementary Imm.	245	266	297	305	276
TOTALS	**5,833**	**5,968**	**6,127**	**6,173**	**6,030**

1. *Porter Creek Junior Sec. added grade 11 for the 1997/98 school year and grade 12 for the 1998/99 school year*
2. *Riverdale Junior Sec. students merged with FH Collins Secondary for the 1996/97 school year*
3. *Christ the King Junior Sec. added grade 11 for the 1996/97 school year and grade 12 for the 1997/98 school year, and changed the name to Vanier Catholic Secondary School for the 1997/98 school year*

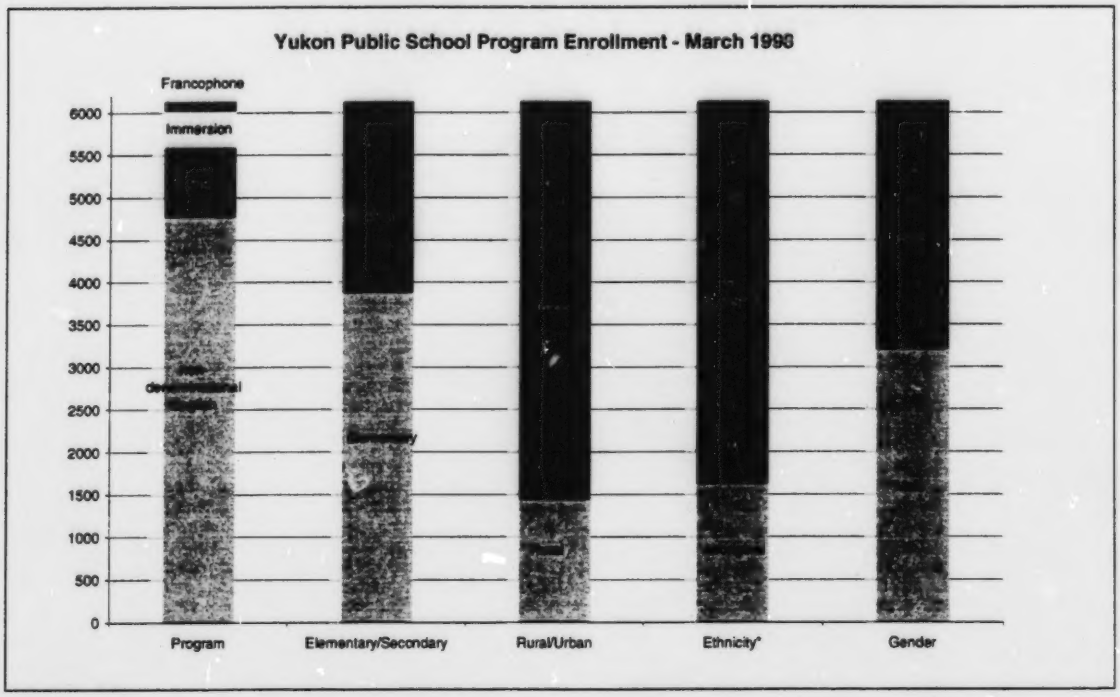


* *self identification*

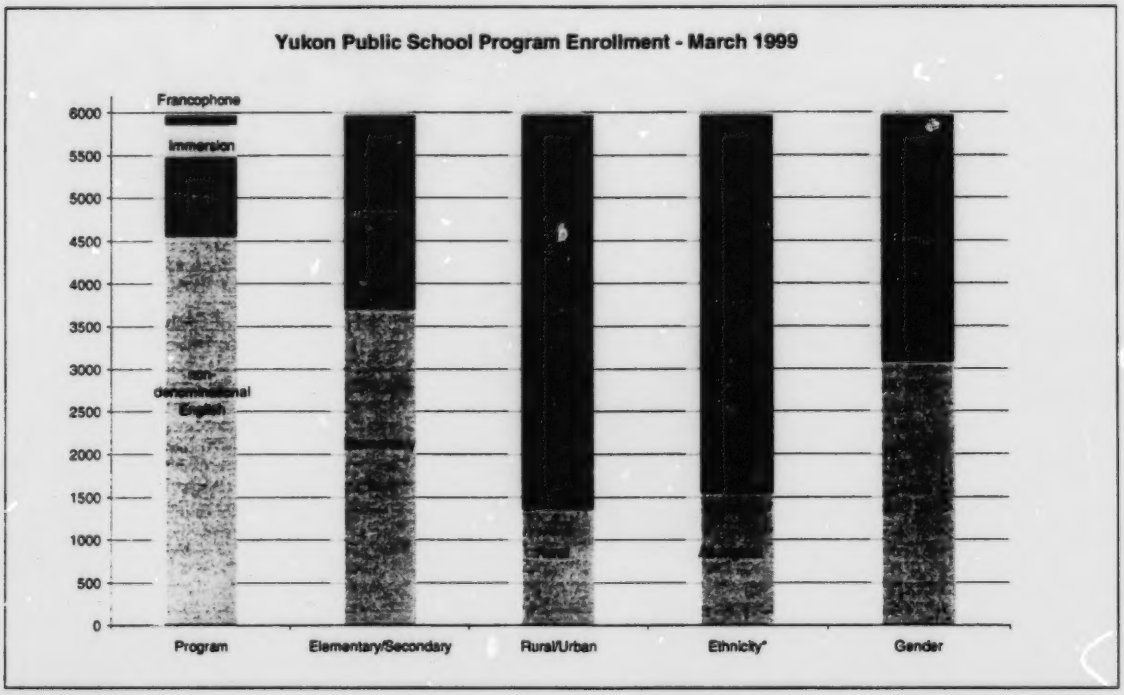
- ethnicity identification (i.e. First Nations) unavailable for this year



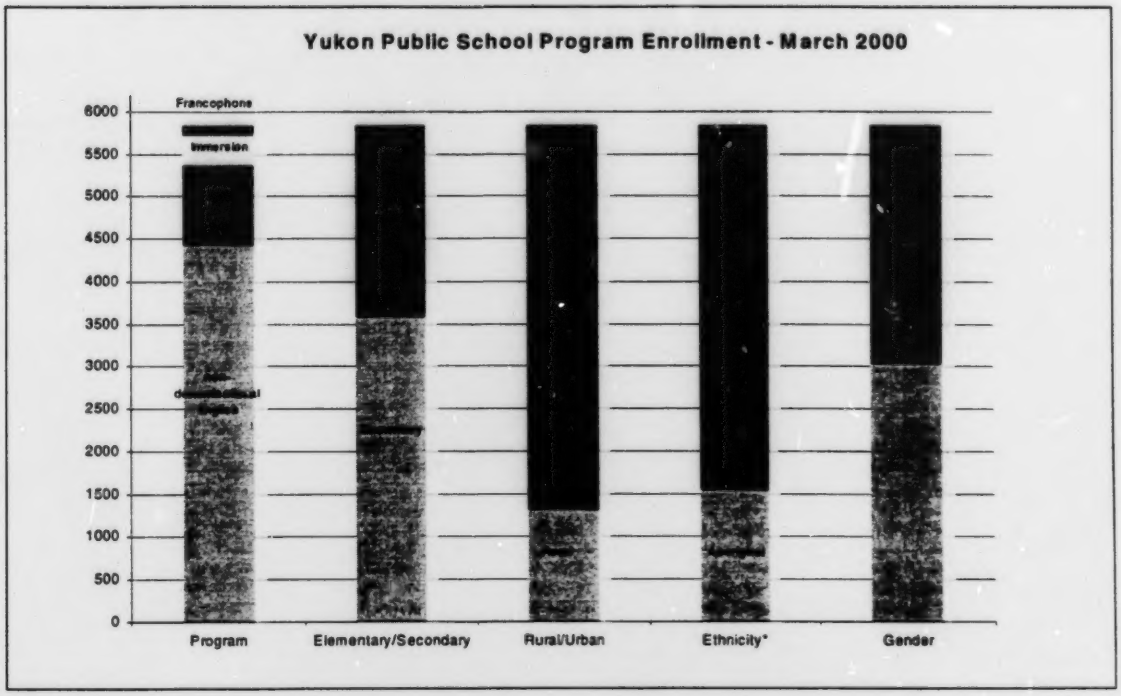
* *self identification*



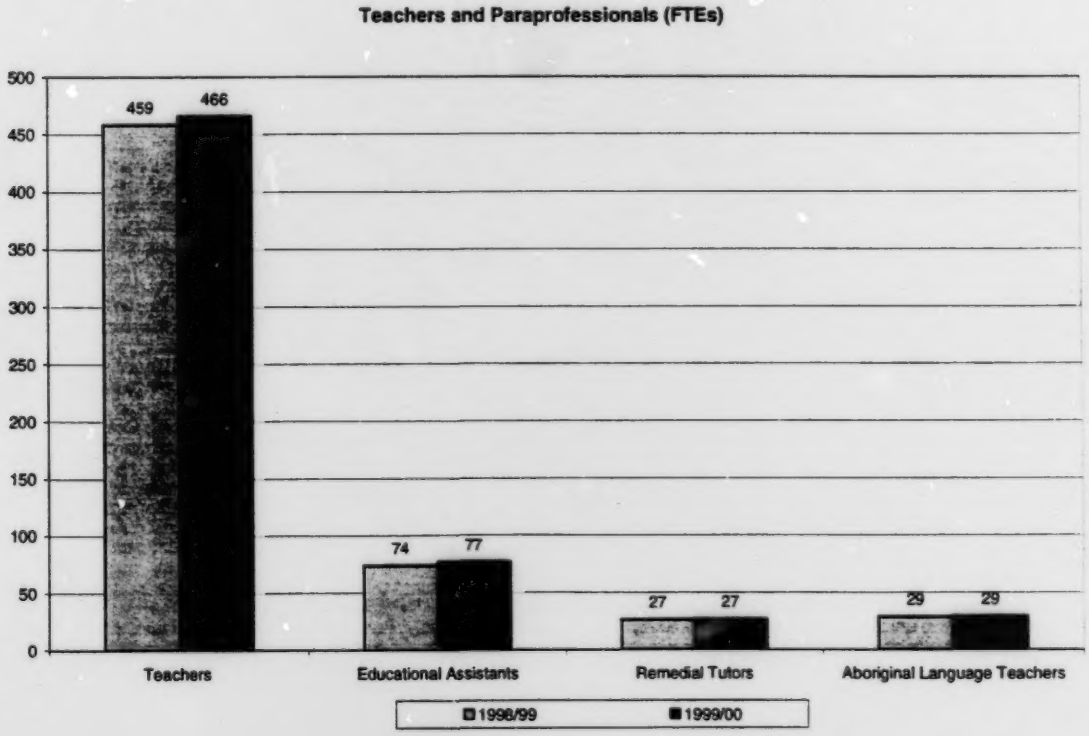
** self identification*



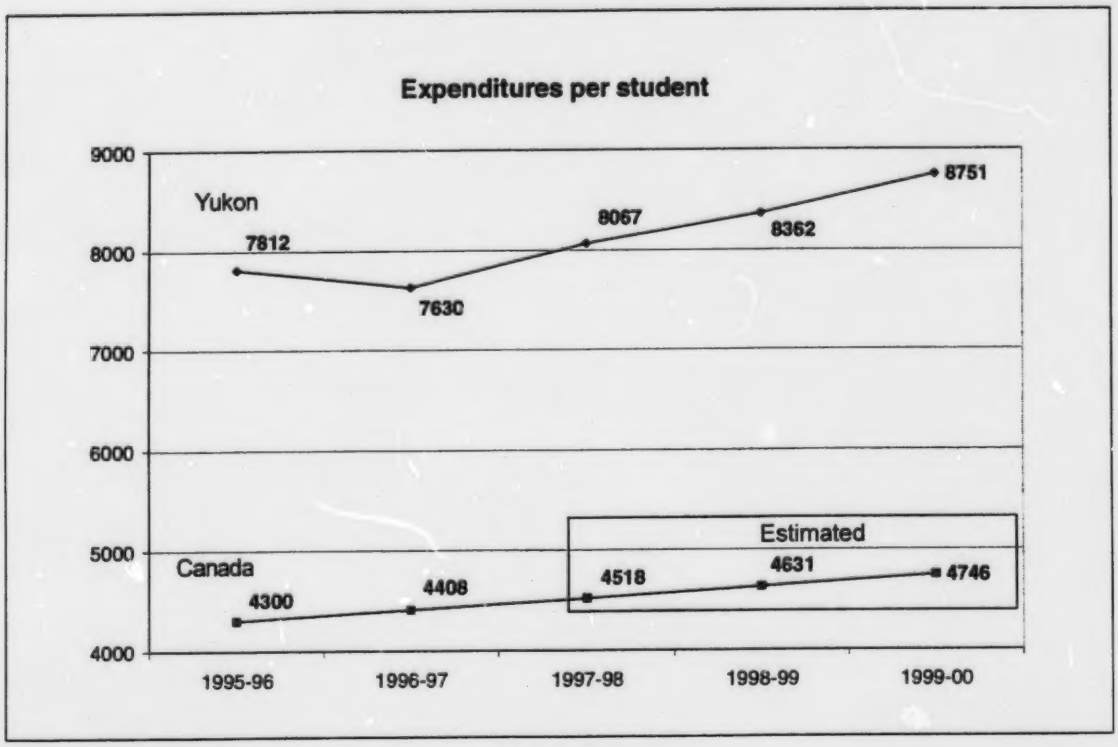
** self identification*

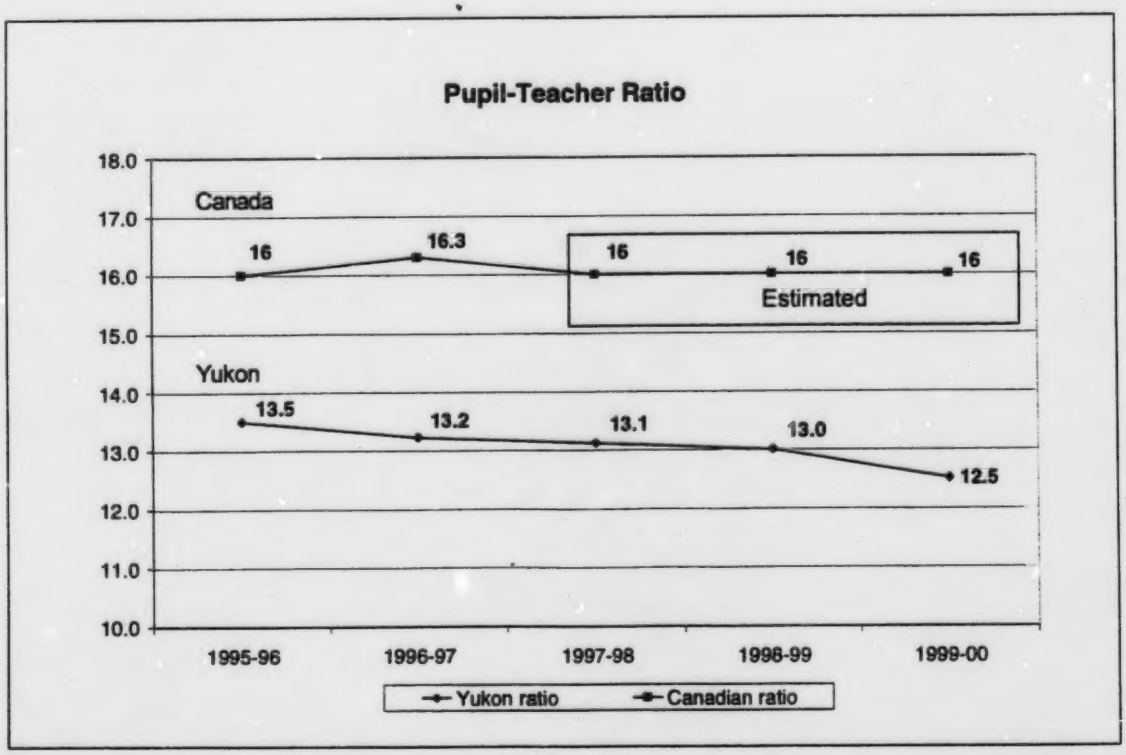


** self identification*



Note: Full Time Equivalents (FTE) values have been rounded


Expenditures per student
9000
8000
7000
6000
5000
4000
Yukon
7812
7630
8067
8362
8751
Canada
4300
4408
4518
4631
4746
Estimated
1995-96
1996-97
1997-98
1998-99
1999-00


Pupil-Teacher Ratio
18.0
17.0
16.0
15.0
14.0
13.0
12.0
11.0
10.0
Canada
16
16.3
16
16
16
Estimated
Yukon
13.5
13.2
13.1
13.0
12.5
1995-96
1996-97
1997-98
1998-99
1999-00
Yukon ratio
Canadian ratio

Education Outcomes

Achievement

A. Yukon Achievement Test (YAT)
B. British Columbia Provincial Exam (BCPE)
C. School Achievement Indicators Program (SAIP)

Output Rates

D. Graduation
E. Excellence Awards

Highlights

In 1999/00 Grade 3, 6 and 9 students wrote Yukon Achievement Tests (YAT) for the first time. These standardized assessments in language arts and mathematics are purchased from the Ministry of Education in Alberta. The tests are based on the curriculum standards of the Western Canadian Protocol (see page 33) and as a result are appropriate for use in the Yukon. The YAT exams provide the Yukon with reliable and objective information on student performance in key numeracy and literacy areas. Because systemic implementation of the YAT assessment only began in 1999/00 it is not possible to provide any trend interpretation or analysis. Generally students performed satisfactorily, although mathematics results were lower than expected, particularly at the Grade 9 level.

Grade 12 British Columbia Provincial Exam (BCPE) results for the 1998/99 and 1999/00 indicate satisfactory performance (i.e. less than 20 percent of students failed to pass their exams) in most subjects. Failure rates in excess of 20 percent indicate unsatisfactory performance in Biology, Chemistry, Geology, History and Mathematics. Some improvement from 1998/99 to 1999/00 occurred in Geology, however no significant improvements occurred in the other subject areas.

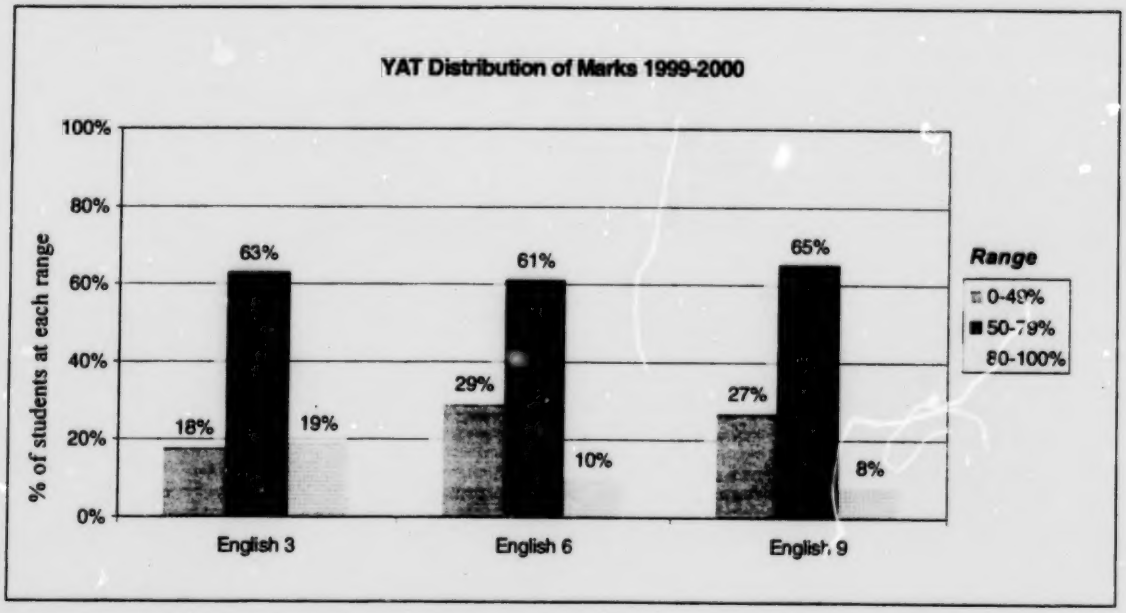
In 1999 all Yukon 13 year-old and 16 year-old students wrote the School Achievement Indicators Program (SAIP) tests in Science. Yukon 13 year-old students performed as well as students in the Canadian sample at Levels 2, 3, 4 and 5. There is a significant difference between the performance of these students and the Canadian students overall at Level 1. Yukon 16 year-old students performed as well as students in the Canadian sample at Levels 1, 2, 3 and 5. There is a significant difference between the performance of these students and the Canadian students overall at Level 4. In this instance, Yukon students performed better than the Canadian sample.

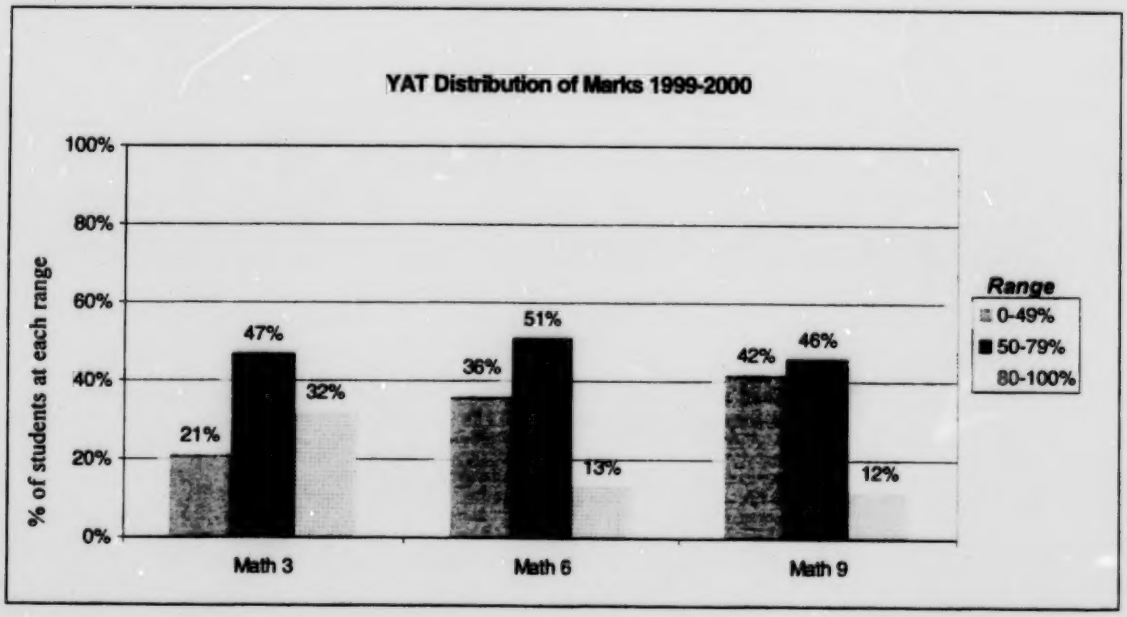
For the years 1998/99 and 1999/00, some 527 students earned a total of $ 261,800 in Yukon Excellence Awards. These awards recognize excellent performance, defined as achieving 80 percent or better, on any Grade 9 YAT exam and Grade 12 BCPE exam.

Graduation rates for the two years of this report indicate that nearly 88 percent of all students who have the potential to graduate do indeed graduate. To have the potential to graduate, a student must be enrolled and/or have completed a certain number of prerequisite courses (i.e. not all students taking Grade 12 courses have the potential to graduate in a particular school year).

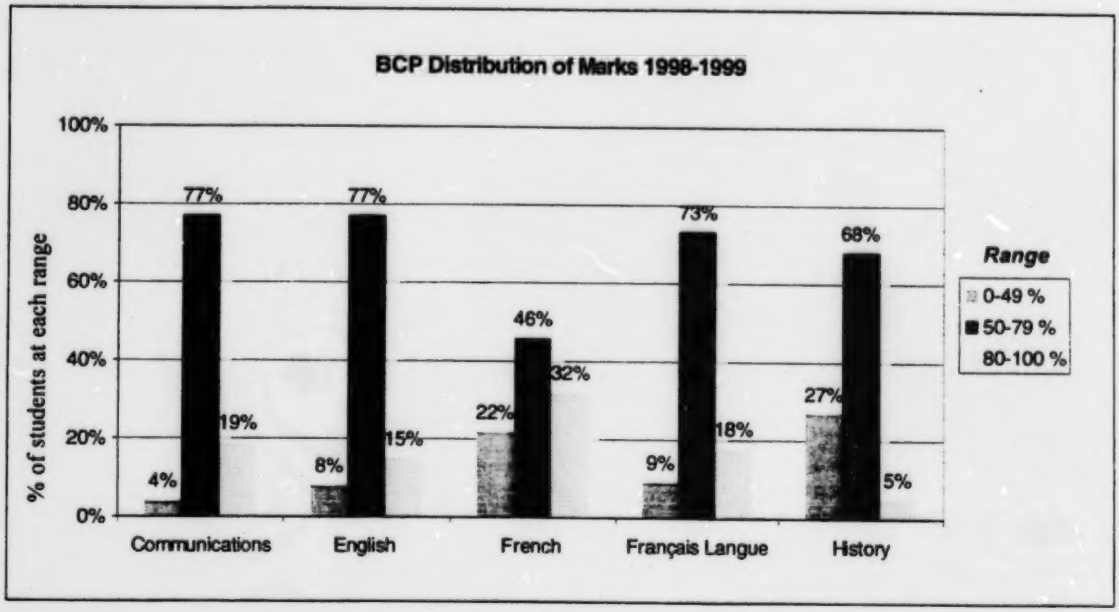
The charts that follow provide more details.

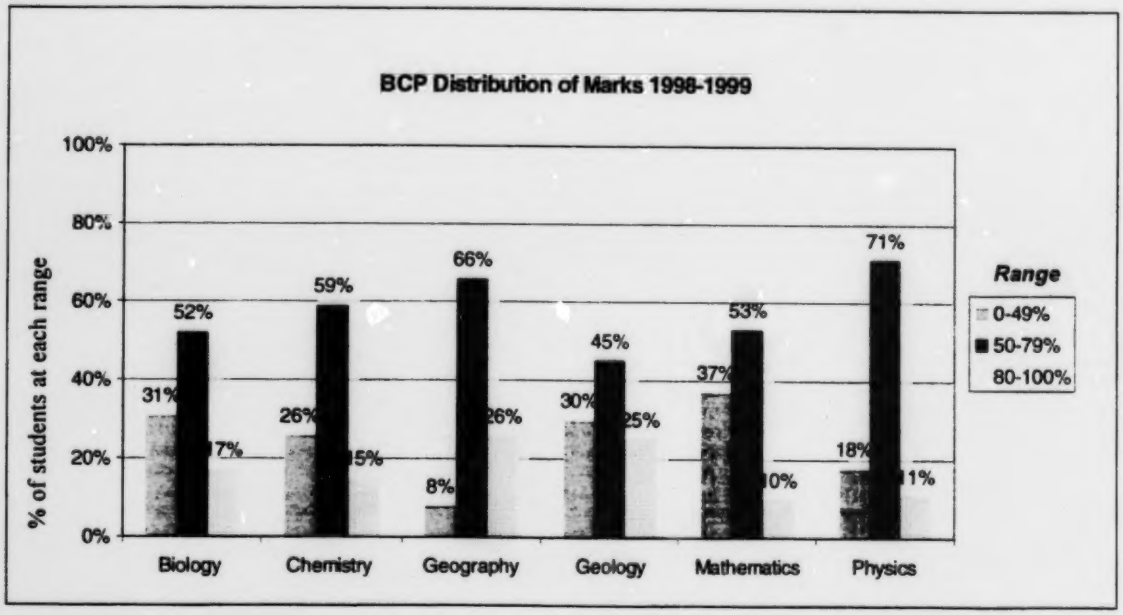
Source: All information related to Yukon statistics is based on the student data in the Department's Student Information Management System (SIMS). SAIP information comes from: Report on Science Assessment, SAIP 1999. Published by: Council of Ministers of Education, Canada.





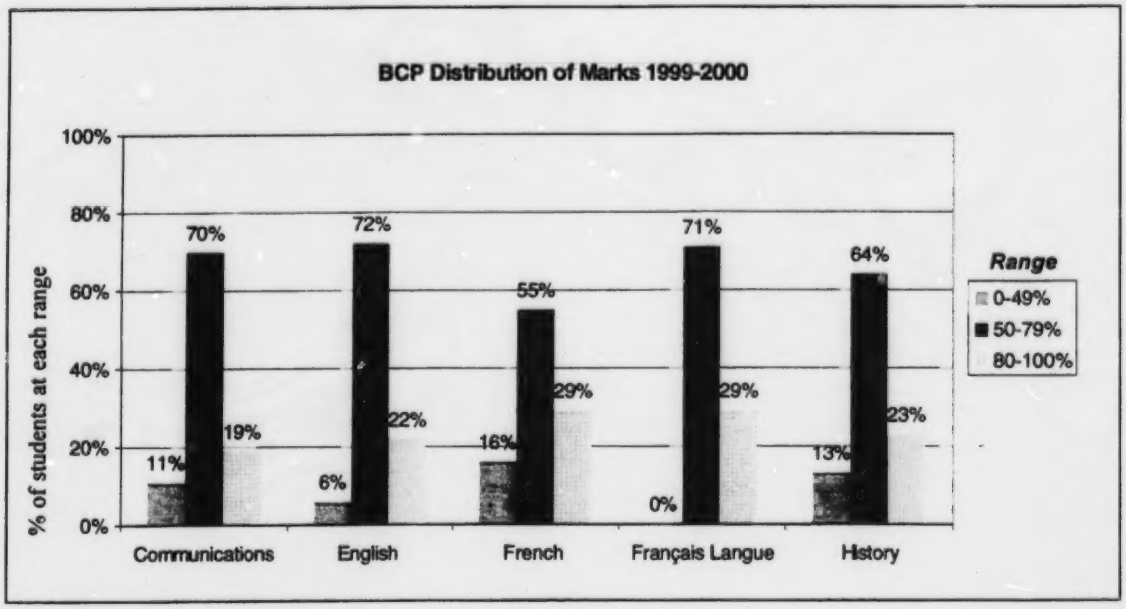
Note: The charts above reflect the distribution of aggregate student scores on Yukon Achievement Tests in Language Arts (English) and Mathematics. For example: the English 3 distribution shows that 18 percent of students failed their test, 63 percent achieved a score between 50 percent and 79 percent and 19 percent of students reached the "excellence" level by achieving a score of 80 percent or better.

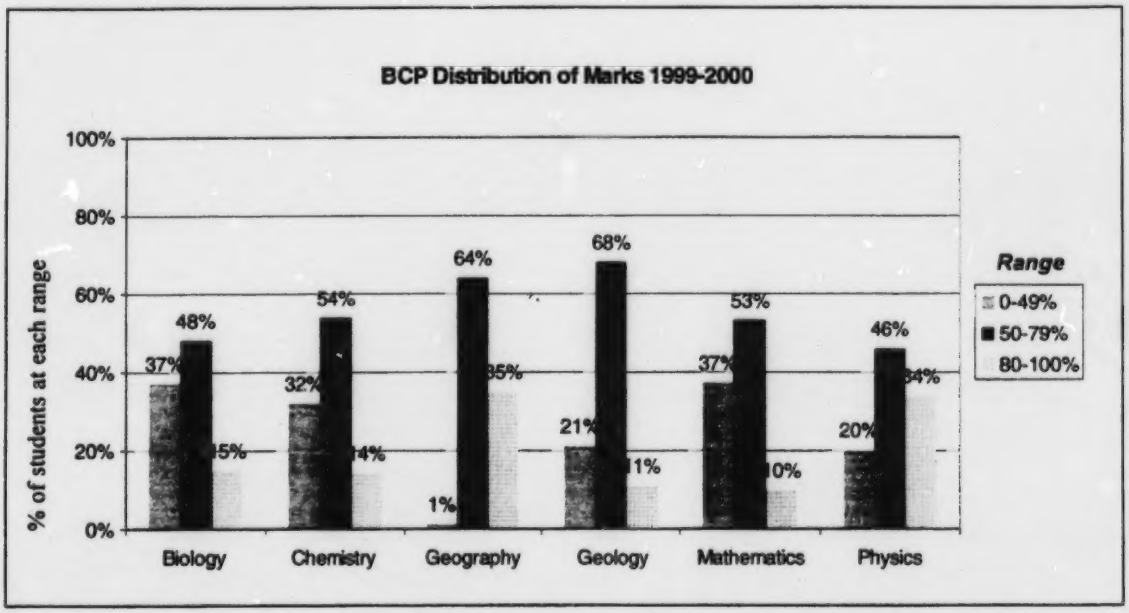




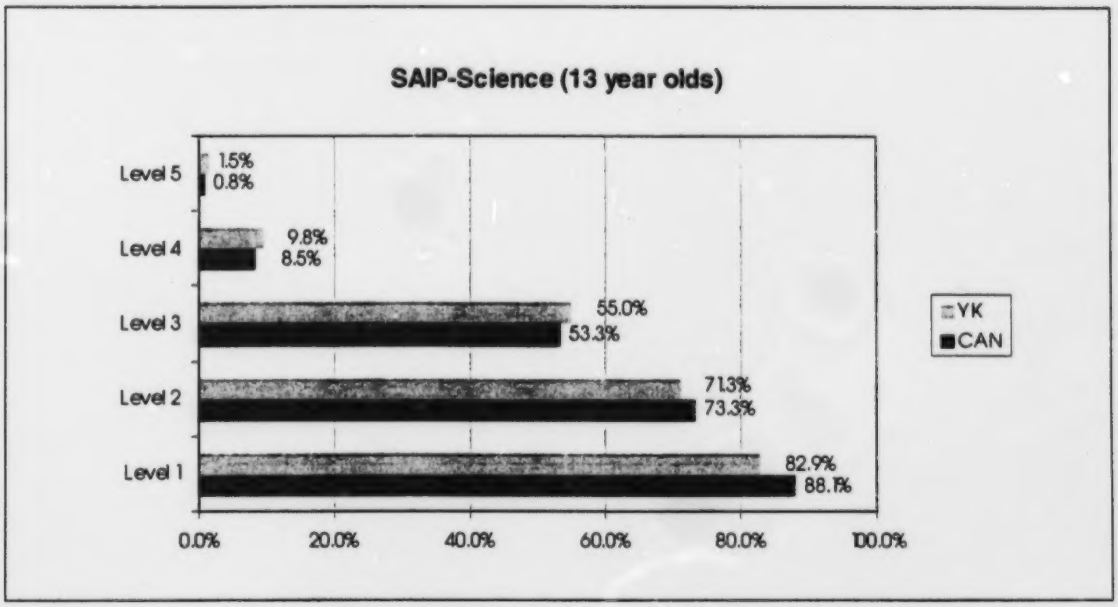
Note: The charts above reflect the distribution of aggregate student scores on British Columbia Provincial Exams in Grade 12. For example: the Communications distribution shows that four percent of students failed their test, 77 percent achieved a score between 50 percent and 79 percent and 19 percent of students reached the "excellence" level by achieving a score of 80 percent or better.

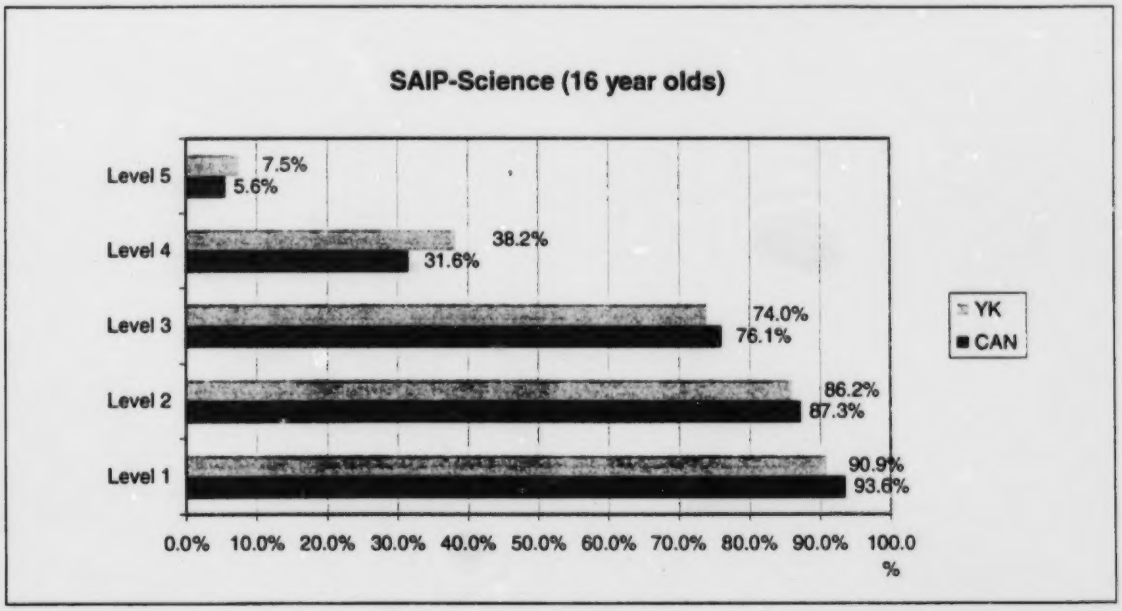
Please note also that some exam results are not reported because the number of students who wrote the exam is too small.



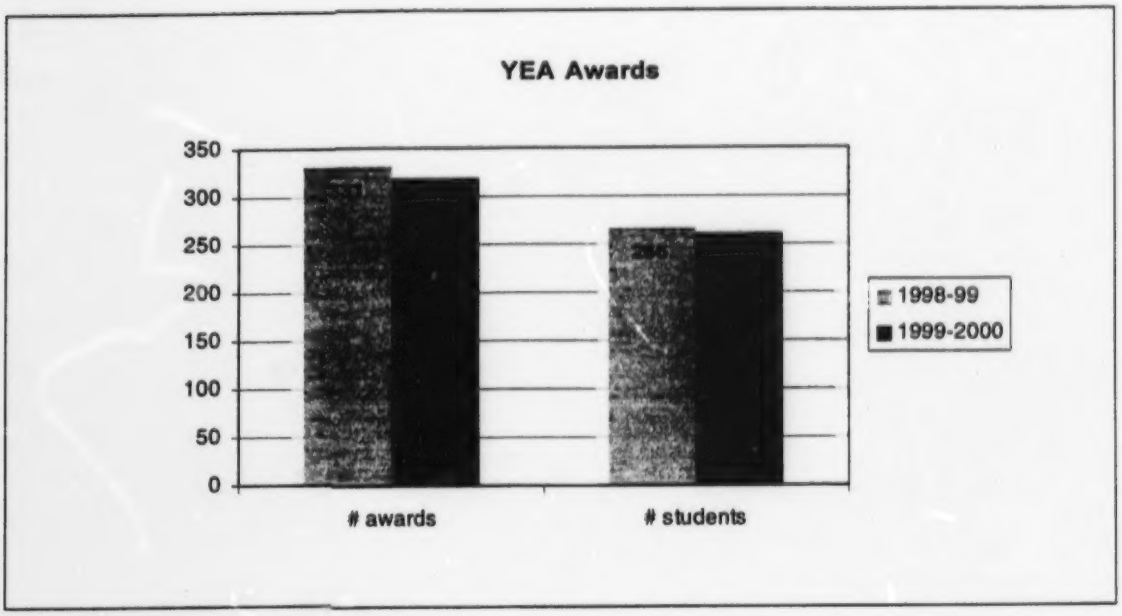


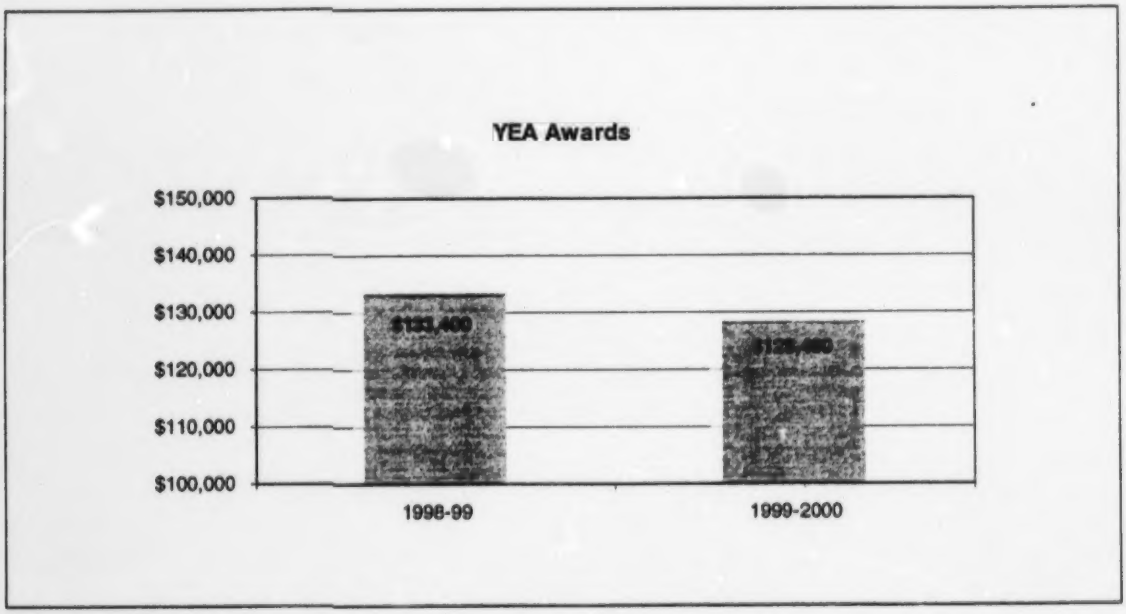
Note: The charts above reflect the distribution of aggregate student scores on British Columbia Provincial Exams in Grade 12. For example: the Communications distribution shows that 11 percent of students failed their test, 70 percent achieved a score between 50 percent and 79 percent and 19 percent of students reached the "excellence" level by achieving a score of 80 percent or better.



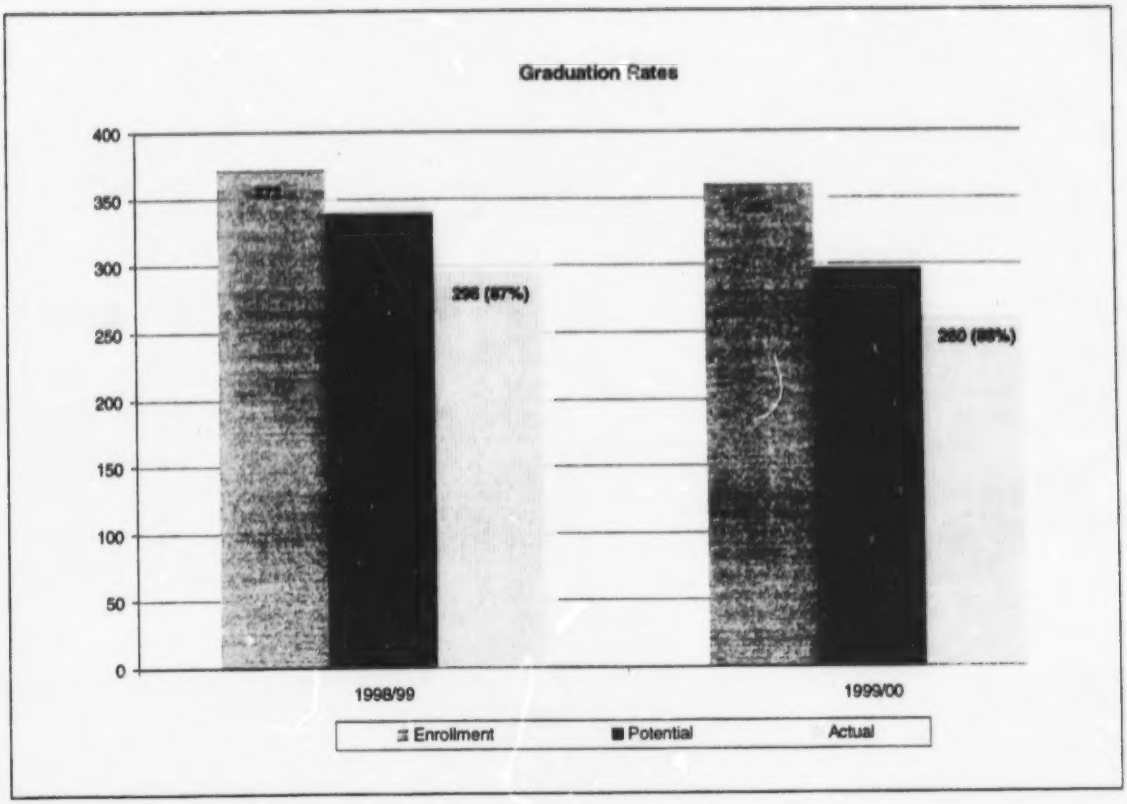


Note: The charts above reflect the distribution of aggregate student scores on School Achievement Indicator Program Exams. Unlike many exams that calculate a student score as a percentage, the SAIP exams place students into a level. Level 1 represents rudimentary knowledge while Level 5 indicates sophisticated knowledge. For example, at Level 1 a student would know that energy can appear in different forms, at Level 5 a student would be able to show how different factors can mutate DNA.





Note: The charts above reflect the distribution of Yukon Excellence Awards (YEA) in terms of the number of awards, the number of award recipients and the total value of awards. The Yukon Excellence Awards are to recognize student academic excellence (defined as achieving 80 percent or better on eligible exams), and are vouchers that can only be used to pay tuition, compulsory fees and book costs at a post-secondary institution.



Note: The chart above displays graduation rate information for Grade 12 students. Graduation rate calculations are based on the following definition:

> *Any Grade 12 student who is registered for one or more courses during the school year, (who had not already graduated) and who could possibly graduate (i.e. has the correct combination of Foundation and Selected studies credits). Possible graduation is based on final grades for courses finished prior to the next school year, and the assumption that the student will pass all the courses registered for the school year.*

Therefore, the number of students who are enrolled in Grade 12 is not used to calculate graduation rates. This is because many students who are enrolled in Grade 12 do not have the potential to graduate (see definition above). The Grade 12 enrollment figures in the chart above is provided for reference purposes only.

Francophone School Board # 23

The Yukon Francophone School Board #23 (Commission scolaire francophone du Yukon - CSFY) offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is the Yukon's only school board.

Under direction from a board of trustees made up of five elected members chosen from the Yukon's Francophone community, CSFY administers École Émilie-Tremblay, the territory's only French first-language school.

In 1998/99 and 1999/00, approximately 110 students attended École Émilie-Tremblay under the guidance of 11 teachers and two educational assistants.

In 1998/99, the Francophone school board completed a number of initiatives to support French first-language education in the Yukon:

- prepared a booklet for parents outlining the instructional objectives for each grade level
- conducted research on distance education courses, with an emphasis on high school education
- set up an admissions committee to consider enrollment applications
- completion of a contribution agreement with the Yukon government to set out funding and support of French first language education in the Yukon for the period 1999/2004.

During 1999/00, the Francophone school board created the Community Partnership in Education (PCE). This group was formed in order to focus and channel the Francophone community's varied interests, initiatives and energies related to education.

The membership of the community partnership includes representatives from the following community groups:

- Yukon Francophone School Board
- AFY (Association Franco-Yukonnaise)
- SOFA (Societe d'orientation et de formations des adultes – Adult Literacy and Education)
- Garderie du Petit Cheval Blanc (Daycare)
- École Émilie-Tremblay
- Essentielles (French Women's Group)
- Espoir Jeunesse (Youth Group)

This new association has held a number of forums, public consultations and regular meetings during the reporting period, with the objective of collaboration in determining community-wide needs related to education.

A number of priorities were identified encompassing preschool through to adult education.

Public consultations have yielded a strategic plan that resulted in a number of initiatives:

- Retention, recovery of French first-language students and promotion of programs. Attention was focussed on preschool interventions.
- A structured preschool program was established with approximately 15 children in attendance all year. (CSFY, Garderie)
- The creation of a toy library. (APEF)

- A community database was developed.
- A promotion/awareness campaign to reaffirm the critical importance of the special role of the French daycare centre in supplying future school clientele.
- Cultural integration program – this program was created with the objective of integrating cultural elements in French first-language programming as well as organizing approximately 20 special events (held mainly at École Émilie-Tremblay) to promote culture.
- French second-language courses are offered to English parents by the Francophone literacy group SOFA (Societe d'orientation et de formations des adultes)

Looking ahead, several other projects have been given priority for the near future:

- A collaboration Web site project should be set for September 2001. (APEF, AFY, YFSB, EET)
- Development of a student exchange program including national and international travel. This program will increase the collaboration between French language and students studying in French immersion programs.
- A program to integrate anglophone parents will be developed. This program will develop strategies to increase opportunities for parents who don't speak French to become involved with the school.

Measuring Success ~ New Student Assessment Plan Approved

In 1997/98, the Department of Education's Assessment Committee proposed some fundamental changes to the system-wide package of tests being used to assess how well Yukon students were performing in reading, writing, and mathematics.

As a result of this proposal, the department undertook extensive consultation over the course of 1998-99 with key stakeholders to identify student assessment issues and needs.

Based on those consultations, a plan was developed. On August 25, 1999, the Honourable Lois Moorcroft, then Minister of Education, approved a new Yukon student assessment plan that provided a better overall check of the educational system, and of student achievement. The department began implementation of the new plan in the 1999-00 school year.

The plan introduced the mandatory Yukon Achievement Tests, and retained the British Columbia Grade 12 Provincial Exams and the Language Proficiency Index (LPI), a post-secondary level English entrance examination.

The new Yukon Achievement Tests administered in Grades 3, 6 and 9 are based on curriculum in the areas of numeracy and literacy.

The Department of Education, in partnership with school councils, parents, and teachers, is responsible for making sure that what is being taught is being learned. One way to ensure this is happening is, to test students at important points in their school careers.

By closely monitoring the results of the Yukon Achievement Tests, the department is able to:

- determine if students are learning what they are expected to learn;
- report to Yukoners how well students have achieved territorial standards at given points in their schooling; and
- assist schools and the department in monitoring and improving student learning.

Assessment Program (Mandated)	Grades Involved	Administration Dates
Language Proficiency Index (LPI)	Grade 11 & 12	Dec. and May
Yukon Achievement Tests (YAT)	Math Grades 3 & 6 Language Arts Grades 3 & 6	mid May
Yukon Achievement Tests (YAT)	Math Grade 9 Language Arts Grade 9	End of first and second semester (year-end)
B.C. Provincial Exams (BCP)	Grade 12	Nov. , Jan. , April, June and Aug.
School Achievement Indicators Program (SAIP)	Writing13- and 16-year-olds	Between April 15th and May 15th

School Evaluation

Assessing our Schools—Aiming for Excellence and Accountability

The *Education Act* stipulates that each Yukon school must be evaluated every five years. In order to fulfill that requirement, to assure the improvement of our schools, and ensure accountability in our publicly funded educational institutions, the Yukon Department of Education conducts school evaluations.

In 1998 three Yukon schools were commencing evaluation under the Yukon School Improvement Program (YSIP) process, eight schools were in the process of evaluation, and 12 schools had finished the evaluation and were implementing their new school plans.

In the 1999-00 year, all Yukon schools but one were proceeding with their ongoing five-year school assessment process.

Grade Reorganization completed for nondenominational schools

During the mid-1990s, the Department of Education decided to convert the three-tiered Whitehorse public school system (K-6, 7-9, 10-12) to a two-tiered structure (K-7 and 8-12).

The reasons for the reorganization were threefold:

- to provide students with fewer transitions between schools and elementary and secondary programs;
- to provide parents and students greater choice in the selection of senior secondary programs; and
- to alleviate crowding at several Whitehorse schools.

Grade reorganization implementation took place between 1996 and 1998.

The process for the reorganization was developed on a school-by-school basis under the leadership of the school superintendents, in consultation with school councils and administrations.

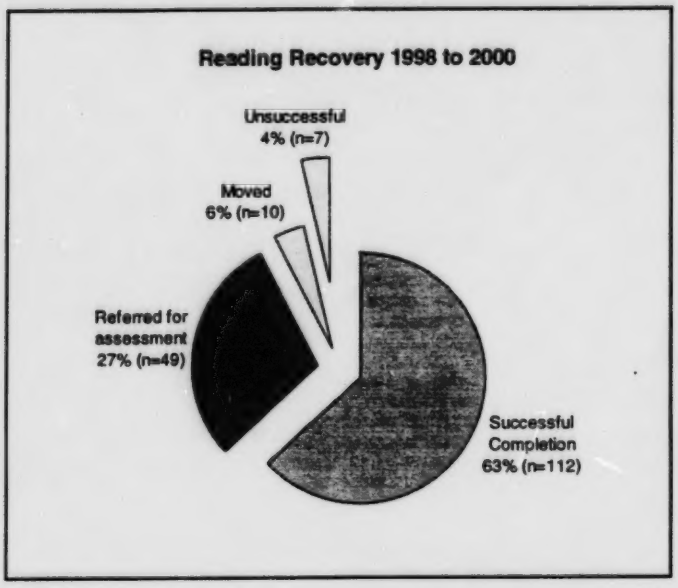
September 1997 saw the first year of Grade 9 and 10 students at F.H. Collins Secondary School and the start of Grade 11 students at Porter Creek Secondary School. In September of 1998, students started Grade 12 classes at Porter Creek Secondary School.

This marked the completion of the transition to the two-tiered system in Whitehorse schools.

The completion of grade reorganization for Catholic schools requires the construction of additional classroom space which is expected to be completed during the 2001/02 year.

Early Intervention ~ A Focus on Literacy

Early intervention refers to programs and/or initiatives that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Department in 1998/99 and 99/00 were Extended Kindergarten and Reading Recovery™.



Extended Kindergarten programs give children a head start on literacy and other skills needed in order to be successful in Grade One. Four-year-old kindergarten programs were operated in Old Crow, Pelly Crossing and Ross River. Children begin school earlier and remain in Kindergarten for two years so they are better prepared to enter Grade One. A full-day/everyday Kindergarten feasibility study was undertaken in 1998/99 and a pilot class was held at Elijah Smith Elementary school in the 1999/2000 school year.

Reading Recovery™ is an early intervention program designed to dramatically reduce the number of students with literacy difficulties. It is a preventative program delivered to six year-old students. The program's aim is to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom instruction, these students benefit from targeted individual teaching. Students who do not achieve the desired level of literacy receive further assessment and individual attention.

Funding for Reading Recovery™ teachers increased from $400,000 in 97/98 to $600,000 in 98/99 and $879,000 in 99/00. By the end of the 1999/2000 school year the program was offered in 17 of the 23 schools that teach Grade One.

Surveys of parents whose children benefitted from the Reading Recovey™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

Additional information on early intervention programs is available in the following Yukon Department of Education publications.

- Reading Recovery—Teacher Leader Site Report for the School Year 1999/00
- Reading Recovery Report for the School Year 1998/99
- A Report on the Full Day Kindergarten Pilot Program at Elijah Smith Elementary School August 30,1999 to June 16, 2000

Call 667-5141 if you would like to see these publications.

Special Needs Programming

Providing the Most Enabling, Least Restrictive Environment

The Yukon Department of Education recognizes its responsibility to provide appropriate education to all students, including students with special needs. The Yukon uses a non-categorical model for funding and delivery of services to students with special needs.

To the maximum extent possible, students with special needs are integrated into classrooms with other students and have their needs met by classroom teachers who adapt instruction and evaluation needs as necessary. The emphasis is on the education of students with special needs in classrooms with students of the same age and grade.

In 1998/99 and 1999/00, staff from the Special Programs Division continued work with colleagues in the Department of Education to complete assessment work on Grade One students as part of the Reading Recovery™ program. Assessment work such as this plays a key role in determining the students who will most benefit from Reading Recovery assistance.

During this period, physical and occupational therapists from the Special Programs Division completed the bulk of evaluation work on a territory-wide screening of motor-skills assessment of Grade One students. This standardized assessment sampled a variety of gross and fine motor skills, and will help to students who are having significant difficulties in how they control their bodies or utilize their hands in pencil tasks.

Another significant task initiated in the Special Programs Division during the 1998/99 and 1999/00 period was a review of the Shared Resource Room Programs.

The shared resource room program was designed for children with severe behavioural disorders, and was initiated at Jack Hulland School in 1992. In 1998/00 the Program was offered in two separate resource rooms for intermediate students ages 11–13, and a primary resource room for children ages nine and ten.

The resource room program is founded on the philosophy that all students can learn and develop when appropriate programming and proper encouragement are in place. The first goal of the program is to provide a learning environment that is both emotionally and physically safe for all students and staff.

An interagency team that depends on input and expertise from professionals and community members manages the Territorial Resource Room Program. As part of ongoing program development and improvement, the interagency team contracted an independent consultant to review the resource room program and identify the following information:

- Factors that are contributing to successful programming for students with severe behavioural problems; and,
- Factors detracting from successful programming for students with serious behaviour problems.

Results of the review are expected in the 2000/2001 year.

Expanding Classroom Walls with Technology

Investing in Educational Technology

Technology plays an increasingly important role in everyday life. The Yukon is investing significant resources to extend technology-assisted learning opportunities to students across the territory. That investment has paid off: Yukon classrooms are among the most connected in the country and Yukon students have access to industry-standard software.

In 1998/99, the department wired Hidden Valley, Holy Family, and Selkirk Elementary Schools with Ethernet connectivity which improved the speed of data transmission and provided more modern networking capabilities for computers in these schools. 1998/99 also saw continued work to offer workshops and teacher training for information technology.

In 1999, computer labs were upgraded in eight schools around the Yukon.

In order for Yukon schools to fully benefit from and be able to participate in the "virtual" classrooms of today and tomorrow, the Yukon government provided a onetime infusion, in 1998/99, of $2.1 million to wire classrooms, to train teachers and to purchase computer hardware and curriculum software. This investment, part of the Yukon government's Connect Yukon Project, is intended to deliver high speed Internet access to all rural schools throughout the Yukon.

Planning for the public schools aspect of this project began in 1998/99 with site visits and consultations with teachers and school administrators. In 1999/2000, in preparation for the additional computer-based activity coming to Yukon schools with the Connect Yukon improvements, an additional pedagogical consultant was added to the department staff complement. The purpose of this position is to concentrate on professional training for teachers.

Technology Assisted Learning ~ Expanding Classroom walls with Technology

Yukon educators recognize that computer technologies such as the Internet play an important role in today's classrooms. Rather than being an end in itself, the goal is to use technology to enhance and support learning by Yukon students.

Once considered a novelty in schools, computer applications such as the Internet are now viewed as a powerful tool to promote collaboration and acquisition of knowledge between students, whether they live in the same community or are a world apart. As part of the Connect Yukon Project, the department invested in high speed Internet access for all Yukon rural schools.

Students at three Yukon schools participated in the **Capital Cities Project** in the 1998/99 school year as part of a national initiative designed to profile Canada's capital cities. Jack Hulland, Elijah Smith and Selkirk Elementary Schools participated in the project. Each school was responsible for researching one aspect of Whitehorse: economy, culture, geography, or history.

In the summer of 1999, the website designed for the national capital cities site by Whitehorse schools was judged to be the best of over 60 schools on the criteria of content and design. For the efforts of its students, Jack Hulland Elementary School received a cash award, a scanner and software from SchoolNet, an electronic forum for school communities across Canada.

Yukon students further expanded their classroom walls through increased participation in the **GrassRoots Program**.

This program's main objectives are:

- to foster the acquisition of academic, employability and information and communications technology skills by Canadian youth
- to contribute to the building of Canadian content on the Internet
- to integrate information and communications technology into learning
- to facilitate increased connectivity, usage and training opportunities for students and teachers

With improved Internet connectivity and increased student access to computers, the number of Grassroots projects completed in Yukon classrooms increased substantially. In 1998-99, students participated in 10 projects, and in 1999/00 students participated in close to 30 projects.

The department has two web sites:

www.yesnet.yk.ca:
this site provides information about schools as well as a web presence for schools

www.education.gov.yk.ca:
this site provides information about Department of Education programs, public libraries and their programs, Yukon Archives resources and services, and the administration of the Access to Information and Protection of Privacy (ATIPP) Act

Distributed Learning Projects: Uniting students, teachers, and knowledge...

Distributed learning is an approach to course delivery that connects students and teachers who are separated by time and distance. Distributed learning encompasses a range of methods from book-based correspondence courses used for years to teach students in isolated areas, to the latest in computer software and hardware that will allow students to take advantage of Internet, audio, and video communication in their search for knowledge.

In February of 1999, the Yukon Department of Education embarked on a pilot project for distance education using a distributed learning framework to deliver courses to students. The subject taught using this distributed learning approach was a Grade 11 course in Information Technology.

A mentor teacher from Watson Lake Secondary School taught 12 students from St Elias Community School in Haines Junction, in partnership with a teacher facilitator at the Haines Junction school. Of the 12 students, 10 successfully completed their course of studies by June 1999.

Based on the success of the initial pilot, the Information Technology 11 course will be expanded to include Grade 12 students at St. Elias Community School and Watson Lake Secondary starting in February 2000.

Also in the 1999/2000 school year, two Yukon students from Vanier Secondary School in Whitehorse participated in the first national distributed learning project. The Hurley Island Project was developed and implemented by the Ontario Independent Learning Centre.

The two Yukon students joined 23 students from across the country to study Grade 11 Information Technology and Grade 12 Environmental Science "on-line" via a computer network.

The Yukon students each earned credits for two high school courses, and the Hurley Island project was featured at the Canadian Pavilion at Expo 2000 in Hanover, Germany.

Western Canadian Protocol~
Curriculum for today and tomorrow...

Yukon educators are participating in a curriculum initiative known as the Western Canadian Protocol (WCP). Yukon, Manitoba, Saskatchewan, Alberta, British Columbia, NorthWest Territories and Nunavut are pursuing the Protocol to achieve several aims:

- to provide greater consistency in education in specific subjects in schools across the West
- to modernize the treatment of subject matter within specific subjects such as Social Studies
- to reduce costs for textbook production and create a large enough market so that publishers will write for our needs. The Yukon jurisdiction has a relatively small population and it is financially impossible for us to write curriculum on our own. By participating with the larger jurisdictions in the WCP frameworks we are able to get a northern perspective written into the documents at the beginning.

In 1998/99 and 1999/00, Yukon educators continued their involvement in the Western Canadian Protocol, concentrating in the areas of Language Arts, Mathematics, and French language literature, English language literature, and Aboriginal languages and culture. Planning also began on the development of the curriculum framework for Kindergarten to Grade 9 Social Studies.

The Department piloted the Aboriginal Language Curriculum Framework with students at Whitehorse Elementary School and Johnson Elementary in Watson Lake during the 1998/99 school year. The program at Whitehorse Elementary succeeded by allowing instructors to develop appealing cultural activities, and by allowing them to provide more advanced language content related to these activities.

By the end of the 1999/00 school year, curriculum frameworks were in place for Language Arts, Mathematics, and Aboriginal Languages and Culture.

Experiential Learning

The Department recognizes the Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music Art and Drama), and Vision Quest (a First Nation cultural identity course) and wishes to integrate experiential approaches to learning into the standard course curriculum.

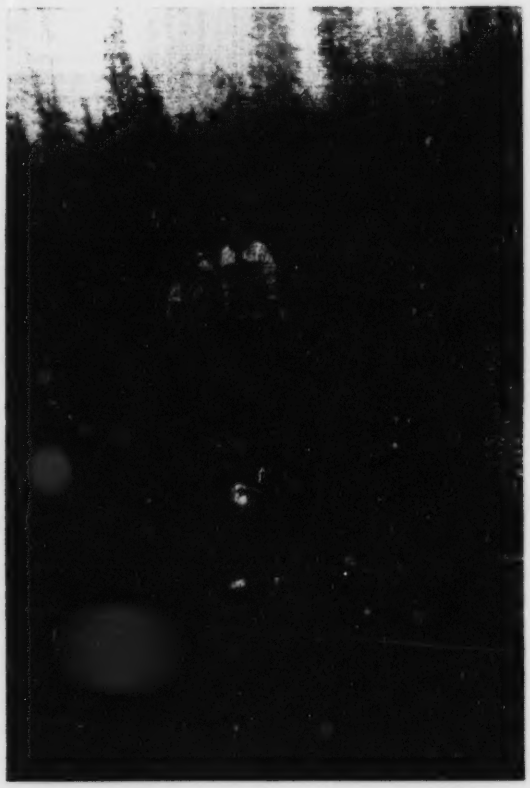
In September, 1999 the department added a curriculum consultant position to identify barriers to the implementation of experiential programs, working to establish community links regarding experiential education, discussing experiential programming with parents and school councils, and exploring experiential learning options for students at Chief Zzeh Gittlit School in Old Crow.

Rural Secondary Programming Model

The department continues to explore solutions for delivering secondary programming in smaller communities such as Ross River and Old Crow.

The goal is to develop a template for developing curriculum that can be customized to the needs of each community. The characteristics of the model would include:

- programs that are experientially based;
- dual credit recognition with the local college campus;
- thematic organization;
- local relevance;
- a focus on literacy and numeracy; and
- instruction in modern, practical skills.



Even the pouring rain did not seem to dampen the spirit of these "outdoor education" students.

LIBRARY & ARCHIVES

The Libraries and Archives Branch is responsible for promoting and providing public library and archival programs and services to the Yukon public. The public libraries share space with school libraries in Dawson City, Carmacks, Pelly Crossing, Faro, Ross River and Old Crow.

Program Objectives

- To provide and promote public library and archival programs and services to all Yukon people including the acquisition, processing and delivery of print and non-print materials.
- To increase community involvement in library development.
- To ensure territory-wide, equitable access to library and archival resources, through resource-sharing and information networks within the Yukon and with outside institutions.
- To provide for adequate documentation of the natural and cultural history of the Yukon.
- To maintain and preserve the records of the Yukon government, municipalities, and other public institutions as per the *Archives Act*.
- To ensure public access to information as set out in legislation.
- To implement land claims agreements with respect to documentary heritage resources (99-00).

Characteristics and Features of the Library & Archives Systems

Participation

A. Circulation of library and archival materials

B. Circulation of library materials on a per capita basis

Accessibility

C. Internet Use

D. Access to Information and Protection of Privacy Requests

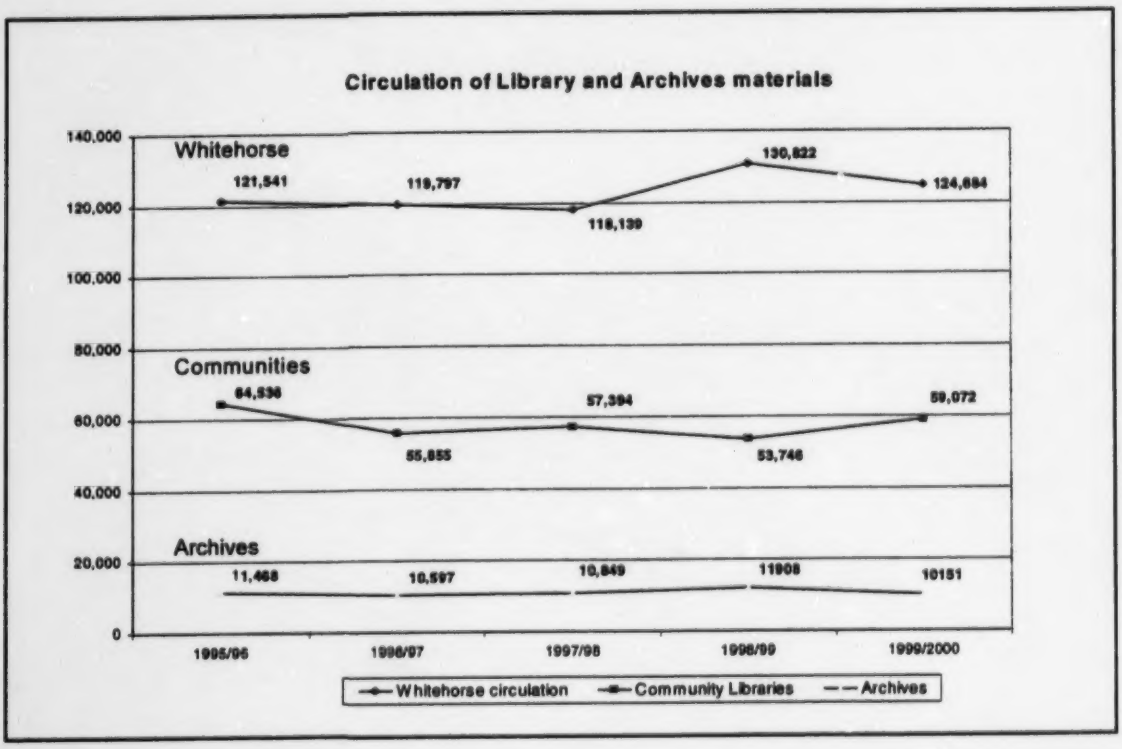
Highlights

Over the past five years, circulation of library materials has increased slightly in Whitehorse, decreased slightly in the communities and remained relatively constant at the Archives.

Per capita circulation has been relatively stable in both Whitehorse and the communities. The per-capita use of library materials is considerably greater in the communities than in Whitehorse.

Access to the Internet has experienced rapid growth. In 1997/98, the first year for which statistics are available, the Whitehorse Public Library provided some 5,048 half-hour Internet access sessions. This compares with 9,570 similar sessions in 1999/00 which represents a 90 percent increase. In the communities access increased by 41 percent. These large increases are attributable in part to doubling the number of libraries in which Internet-ready computers were available. In 1998/99 only seven libraries had internet access computers for the public. In 1999/00 some 15 Yukon libraries provided public access.

Since 1996/97, the number of requests for access to information under the ATIPP legislation has increased by 275 percent.


Circulation of Library and Archives materials
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120,000
100,000
80,000
60,000
40,000
20,000
0
Whitehorse
121,541
119,797
118,139
130,822
124,884
Communities
64,536
55,855
57,394
53,746
59,072
Archives
11,468
10,597
10,849
11908
10151
1995/96
1996/97
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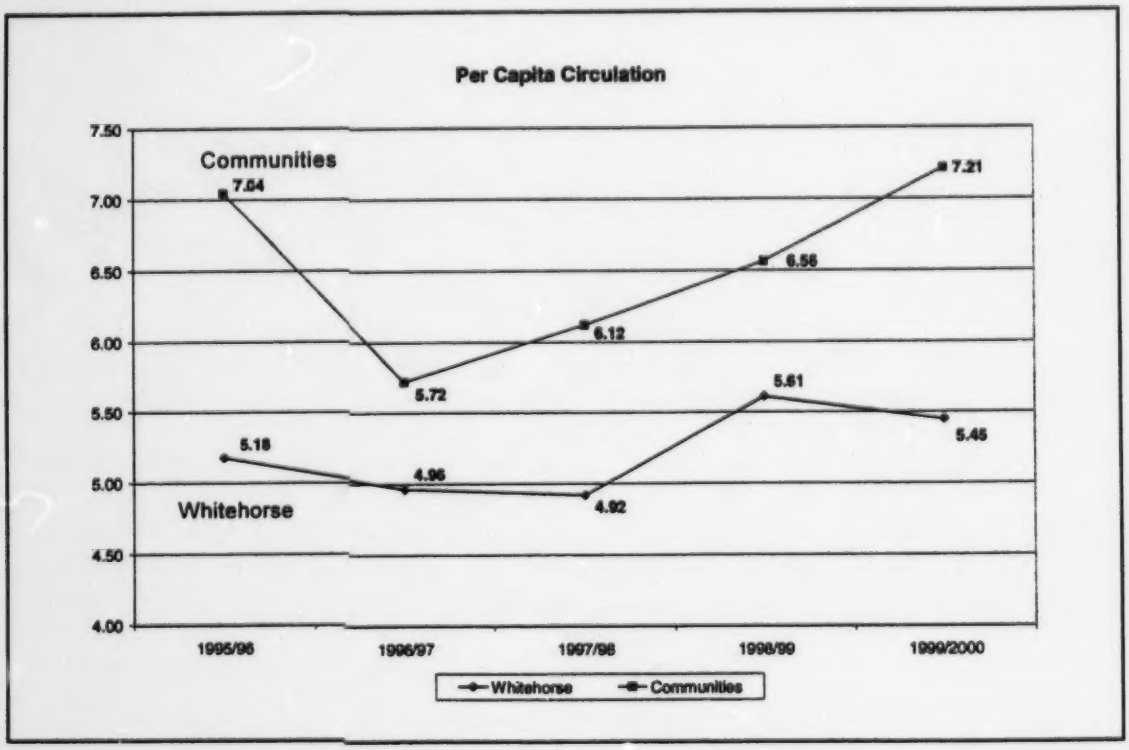
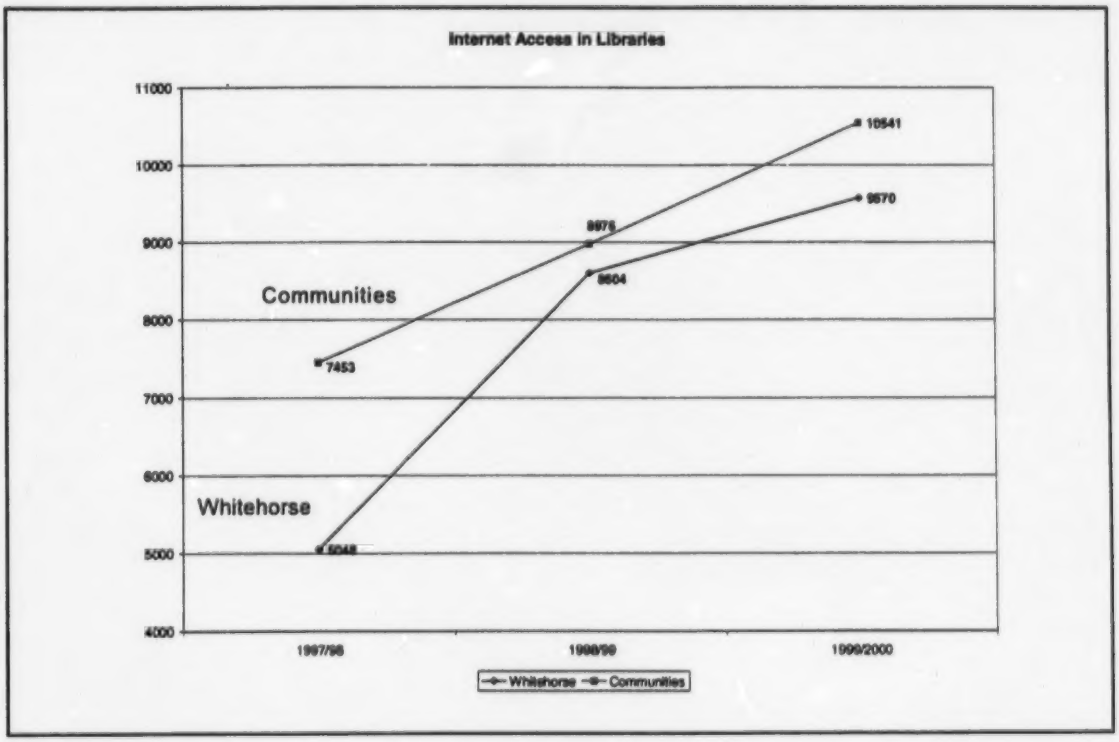
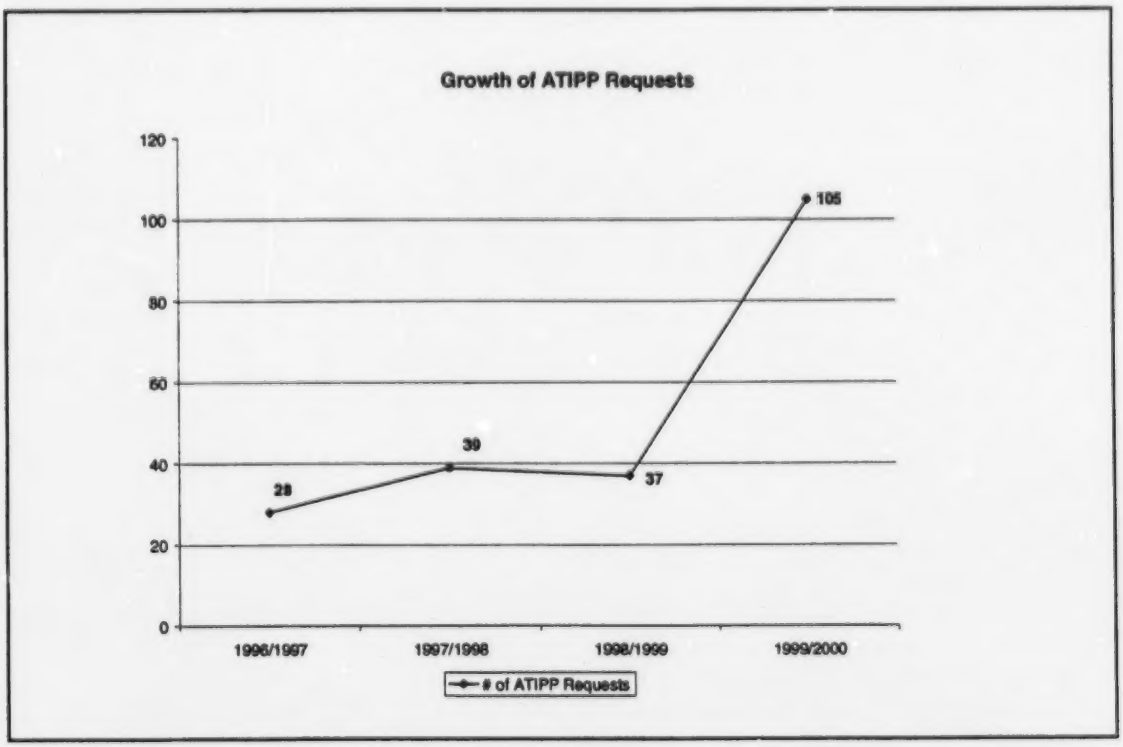
1999/2000
Whitehorse circulation
Community Libraries
Archives


Per Capita Circulation
7.50
7.00
6.50
6.00
5.50
5.00
4.50
4.00
Communities
7.04
5.72
6.12
6.56
7.21
Whitehorse
5.18
4.96
4.92
5.61
5.45
1995/96
1996/97
1997/98
1998/99
1999/2000
Whitehorse
Communities


Internet Access in Libraries
11000
10000
9000
8000
7000
6000
5000
4000
10541
9570
8975
8604
Communities
7453
Whitehorse
5048
1997/98
1998/99
1999/2000
Whitehorse
Communities


Growth of ATIPP Requests
120
100
80
60
40
20
0
105
39
37
28
1996/1997
1997/1998
1998/1999
1999/2000
# of ATIPP Requests

Libraries & Archives ~ Linking People and Information

The Libraries & Archives Division serves people of all ages and in all Yukon communities, providing access to information across a broad range of educational, cultural, recreational, business and social interests and needs. The 17 community and volunteer libraries, Whitehorse Public Library, and the Yukon Archives offer print and audiovisual materials, research opportunities, literacy support, and creative programming to the public. The division administers the *Public Libraries Act*, the *Archives Act*, and the *Access to Information and Protection of Privacy Act*. It contributes to the government's recorded information management programs to promote government accountability and citizens' rights to information and privacy. The division is focused on developing automated descriptive catalogues and websites to improve access to these resources and services for residents, visitors, and people around the world.

Reaching Out ~ Public Library Services

Public Library Services extended farther and faster to serve more Yukon people during 1998-2000. Four new community libraries were opened and upgrades to the automated systems and websites enhanced public access to more information in all locations. Collections grew with the addition of more specialized materials and programs focused on literary and performing arts for all ages, as well as unique northern cultural themes. Activities in Whitehorse and communities included:

- Extension of library service by opening new community libraries in Beaver Creek, Burwash Landing, Pelly Crossing and Tagish. These communities now have reference, Northern, adult and children's materials in all media, regular library hours staffed by trained community librarians, library programs, and access to interlibrary loans linking them to the world of information resources.
- Launch of a new bar-coded Yukon-wide library card for free use of all Yukon Public Library services and programs.
- Enhanced access to library collections through the new Library Solution automated system for cataloguing, circulation and PAC (public access catalogue).
- Launch of the Libraries & Archives public web-based public access to the collections in public libraries and the Yukon Archives northern library collections.
- Expansion of the use of technology in community libraries by extending Internet access to nine community libraries through Industry Canada's LibraryNet program. This made free public Internet access available in all locations.
- Expansion of collections in Yukon native languages and local resource collections in community libraries to promote Yukon people and cultures.
- Focus on Canadian literature with Writers in Residence poet Brian Brett (1998/99) and novelist Eden Robinson (1999-2000) providing inspiration and advice to Yukon writers through consultations, workshops, readings and other events.
- Planning for a gift of computers from the Bill & Melinda Gates Foundation to bridge the digital divide and provide all Yukon people with access to up-to-date computer technology to meet educational, recreational and business needs.

Building the Record ~ Yukon Archives

In the 25 years since the Yukon Archives first opened its doors to the public, thousands of donors have contributed hundreds of thousands of photographs, maps, and textual materials to build a unique record documenting all aspects of Yukon history and cultures. The Archives also preserves the records of Yukon Government and municipalities, some federal programs, and vital records deposited by First Nations. The Archives' environmentally controlled and fireproof vaults are specially designed to preserve these treasures for future generations. Staff arrange and describe the materials to ensure they are accessible to students, communities, family historians, and researchers of all types and ages. Highlights from 1998-2000 include:

- Celebration of the Archives' 25th anniversary with special events including Family History Night, Women's History Night, Yukoners at War, Christmas Storytelling Extravaganza, and Yukon Historical and Museums Association Heritage Awards Night and lecture.
- Development of a new display and website called "At Home in the Yukon" to commemorate the centennial of the Yukon and celebrate the achievements of Yukon people and communities.
- Partnership with the White Pass & Yukon Railroad Company to celebrate the arrival of the first WP&YR train at Bennett, showcasing the photos of HC Barley in a display entitled " A WP&YR Album: H.C. Barley photographer".
- Improved access to collections through cataloguing 1200 pamphlets dating from 1850 - 1991 and over 1000 maps; processing and describing Energy and Mines Branch records from the Yukon Department of Economic Development
- Partnership with the Canadian Broadcasting Corporation to develop a database for CBC North audio recordings and transferring the programs to CD-ROM format for public access to the sounds and voices of Yukon history.
- Preservation assessments for over 4,300 maps and conservation treatments to restore fragile items for public use.

Meeting Public Needs ~ Access to Government Records

The Yukon Access to Information and Protection of Privacy (ATIPP) Act offers the public a process for requesting access to government records and changes to personal information in those records. It also requires departments to protect the privacy of people and businesses in managing government records. Libraries & Archives Administration receives all formal ATIPP requests from the public, and works with departments to ensure responses comply with the legislated time-frames and provisions of the Act. Activities for 1998-2000 included:

- Processing 140 access requests and two correction requests for 13 public bodies
- Specialized ATIPP workshops for more than 150 staff in 14 departments and agencies in Whitehorse
- Community workshops for staff in schools, government offices and libraries throughout the Yukon
- Start-up of the ATIPP Directory project to prepare a guide to Yukon government programs and records to assist the public in identifying information available under the ATIPP Act

ADVANCED EDUCATION BRANCH

The Advanced Education Branch promotes and supports adult training, education and labour force development. The branch also provides and administers student financial assistance and youth/student employment training programs.

Advanced Education's services to Yukoners are provided through two divisions: Labour Force Development; and Apprenticeship, Trades Certification, and Training Programs.

Program Objectives

To provide adult education, training and employment programs and services to Yukon people by:

- supporting Yukon College programs;
- developing labour force initiatives including labour market research and planning and information;
- promoting partnerships with business, labour organizations, Yukon College, First Nations, equity groups, the federal government and other jurisdictions in the development and implementation of programs;
- promoting apprenticeship, skill training, and interprovincial trades standards; and
- promoting literacy initiatives through workplace and community-based programs.

To facilitate youth transitions to work or post-secondary education by:

- providing student financial assistance for Yukon students;
- providing employment and training programming for Yukon students; and
- supporting the Youth Works program.

To assist in the implementation of land claims by:

- ensuring that all programs and services consider Yukon First Nations interests;
- providing support to the Yukon First Nations Training Policy Committee; and
- providing support to the Yukon First Nations Training Trust Fund.

Characteristics and Features of the Advanced Education System

Participation

A. Apprenticeship enrollment

B. Number of recipients of grants, allowances and Loans

Support

C. Post-Secondary Grants, Allowances and Loans

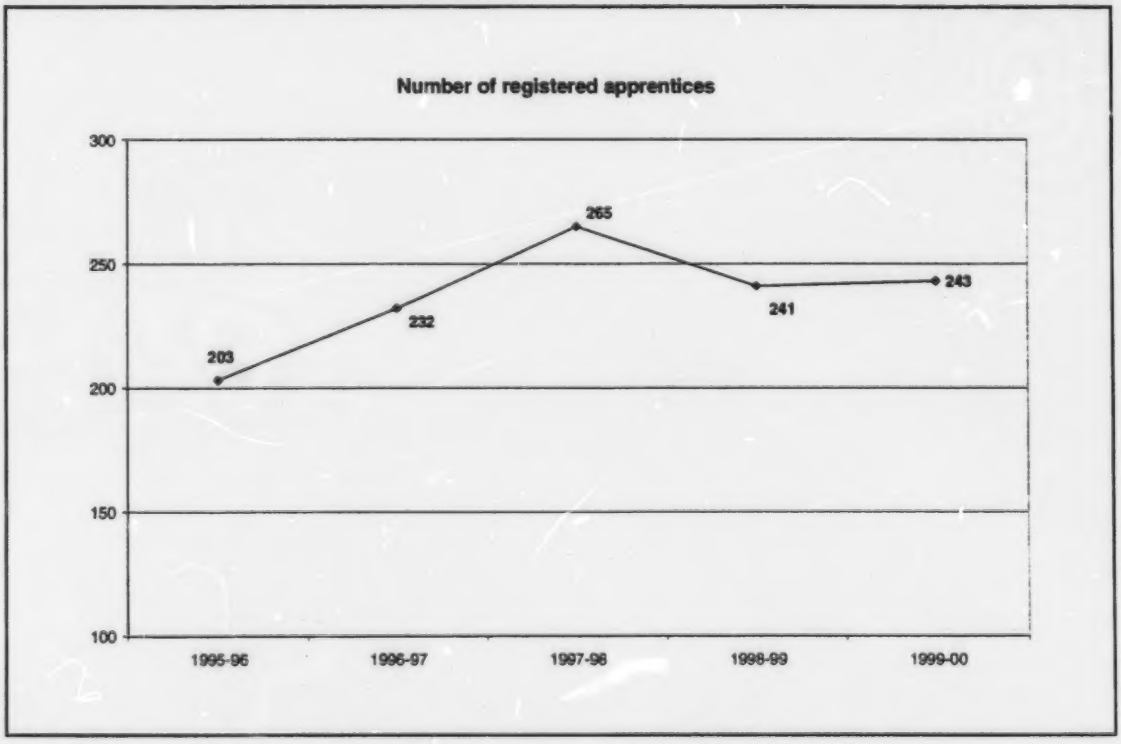
Highlights

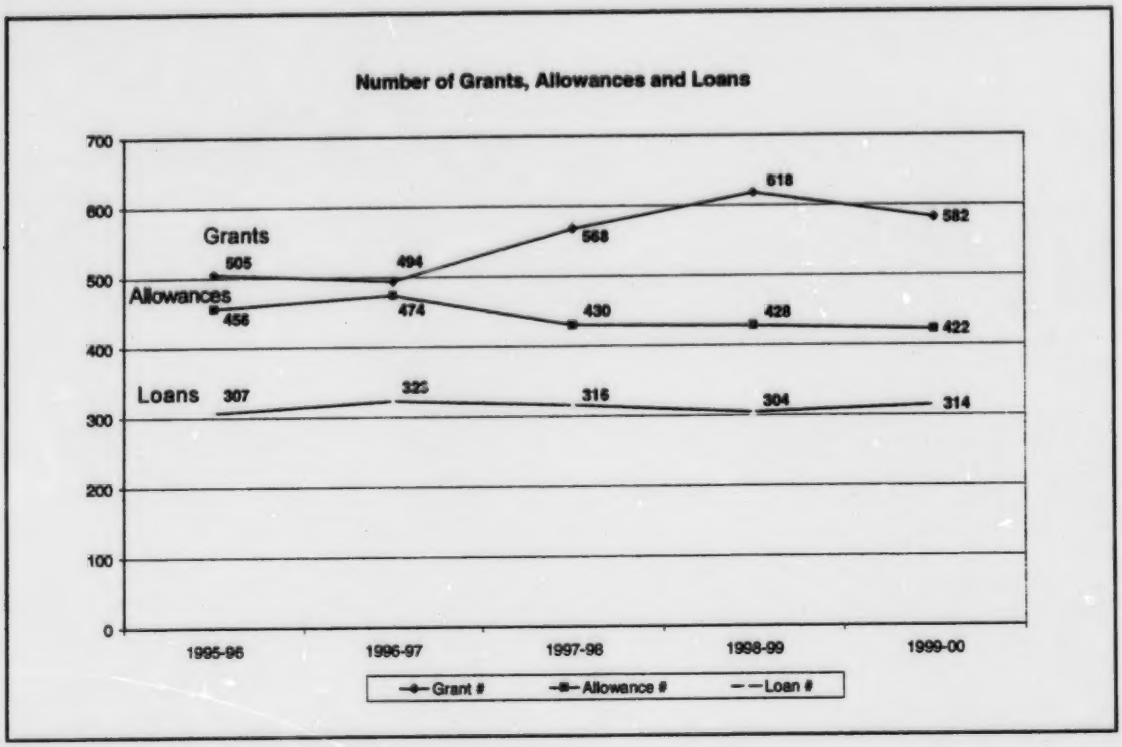
Since 1995/96 the number of registered apprentices has increased from 203 to 243. This represents a 20 percent increase.

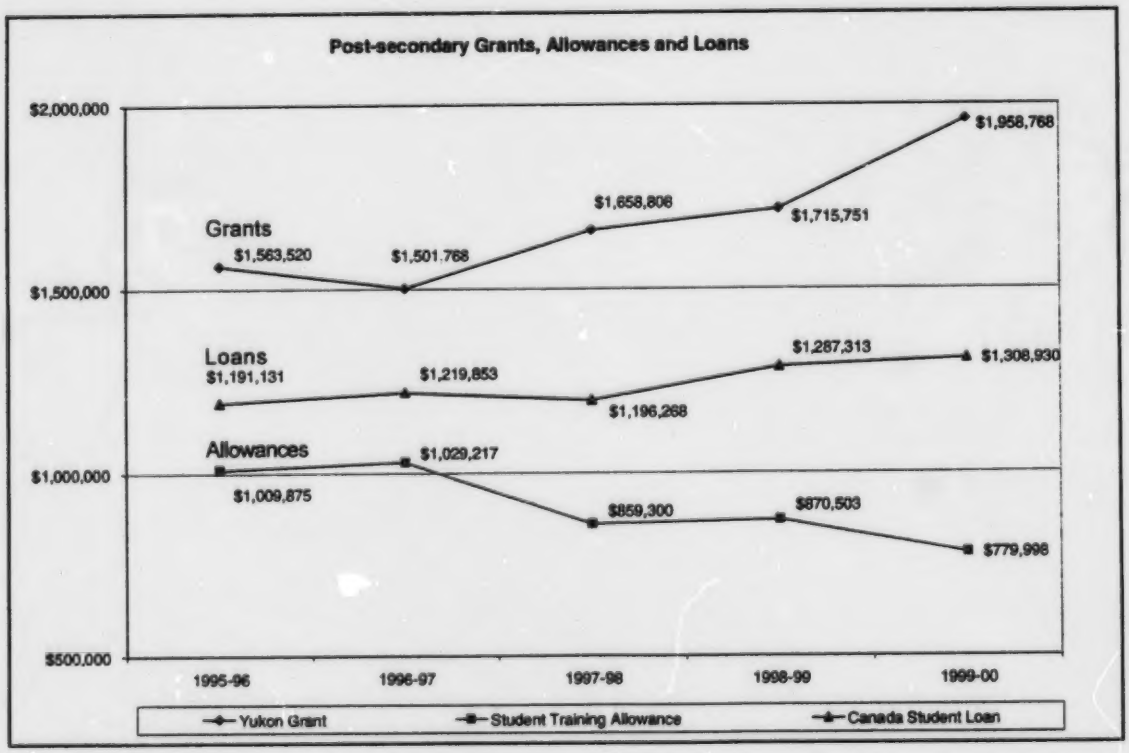
Support to students through the Yukon Grant has increased significantly. In 1995/96 some 505 students received $1,583,529 while in 1999/00 some 582 students received a total $1,958,768 in grants.

Where Student Training Allowances are concerned, in 1995/96 some 456 students received $1,191,131 while in 1999/2000 some 422 students received $1,308,930 in allowances.

Since 1995/96 the number of Canada Student Loans has remained relatively constant at approximately 310 applicants, but the value of loans has increased. In 1995/96 Yukon students received loans totalling $1,191,131 but in 1999/00 the total loan value decreased to $1,308,930.




Number of Grants, Allowances and Loans
700
600
500
400
300
200
100
0
Grants
Allowances
Loans
505
494
568
618
582
456
474
430
428
422
307
323
316
304
314
1995-96
1996-97
1997-98
1998-99
1999-00
Grant #
Allowance #
Loan #


Post-secondary Grants, Allowances and Loans
$2,000,000
$1,500,000
$1,000,000
$500,000
Grants
$1,563,520
$1,501,768
$1,658,806
$1,715,751
$1,958,768
Loans
$1,191,131
$1,219,853
$1,196,268
$1,287,313
$1,308,930
Allowances
$1,009,875
$1,029,217
$859,300
$870,503
$779,998
1995-96
1996-97
1997-98
1998-99
1999-00
Yukon Grant
Student Training Allowance
Canada Student Loan

Updated Yukon Training Strategy: Training to Meet Today's Changing Needs

Key events such as the changing job market, First Nations land claims and self government implementation, and changes in federal training and employment insurance policies demanded an update of the Yukon's Training Strategy to best serve the needs of Yukoners. In 1997 and 1998, the Department of Education's Advanced Education Branch undertook that update.

The branch consulted with the public on the planned changes to the Yukon Training Strategy in April and May of 1998. The new strategy was tabled in the Yukon Legislature in December of 1998. The Advanced Education Branch is responsible for implementing the strategy over a five-year period.

Priorities of the new training strategy include: examining the role and participation of women in trades and apprenticeship, the creation of training trust funds in new sectors and communities, and the expansion of certain existing training funds.

Training Trust Funds

Training trust funds are sums of money that the territorial government entrusts to public organizations with the goal of increasing the access of Yukon people to training. The public organizations— which must be legal entities— decide how the training money is used in an arm's length relationship from government. In other words, the organizations decide how the money is spent, rather than the territorial government itself.

In 1998 and 1999, the Yukon government spent $2,112,000 and $2,096,000 respectively to assist in establishing training funds in the territory.

In 1998/99, seven new training trust funds were created in accordance with the Yukon Training Strategy. These included the communities of Carmacks and Haines Junction, and sectoral/non-government organization training funds such as South Yukon Forest Corporation (Watson Lake), Agriculture, Environment, Forestry, and Women's Transition Homes.

In the 1999/00 year, the Advanced Education Branch worked to establish the following funds:

- An environment-related fund with organizations such as the Yukon Conservation Society, Canadian Parks and Wilderness Society, and Raven Recycling.
- A training fund for the cultural industries.
- Additional community-based training funds for communities such as Haines Junction and Dawson City.
- A fund for non-government organizations.
- A training fund to address the needs of organized labour.
- A training fund related to First Nations tourism.

Co-management of Employment Programs and Services ~ Human Resources Development Canada/Yukon "Local Solutions that Work"

In January 1998, Advanced Education signed the Labour Market Development Agreement with Human Resources Development Canada to co-manage employment programs and services in the Yukon. This agreement sets out the funding that is made available for employment programs and services until the fiscal year ending March 2002.

The purpose of federal/territorial cooperation in this area of program support is to provide local input and expertise to ensure that employment benefits and support measures best reflect the needs of Yukon people.

Under the terms of the Labour Market Development agreement, Human Resources Development Canada agreed to provide $3.185 million in 1998/99 and $3.422 million for 1999/2000 for employment and support measures in the Yukon. The agreement also set out guaranteed minimum payments of $3.422 million for each of the 2000/2001 and 2001/2002 fiscal years.

Under the terms of the agreement, a joint territorial/federal management committee makes decisions on employment program funding.

- The terms of the development agreement guaranteed consultations on labour market conditions with First Nations and Francophone groups. The Joint Management Committee directed consultations including focus groups, during 1999 with First Nations and Francophones. Consultations were also extended to industry, labour, business, and social equity groups.

- The development agreement stipulates that the Joint Management Committee will complete an annual labour market plan in advance of each fiscal year. Based on the input from consultations, the joint management committee developed a labour market plan for 1999/2000. The labour market plan's three main conclusions include: moving program delivery into rural areas in order to improve community access; responding to the increased need for on-the-job training through programs such as targeted wage subsidies and job creation partnerships; and proactively responding to increasing community needs and local issues by forging local labour market partnerships.

- In September of 1999, the Joint Management Committee worked to complete a contribution agreement to provide money to Yukon College. This agreement ensured that training programs continued at Yukon College for unemployed Yukoners.

The Strategic Initiatives Program

The Strategic Initiatives Program was a three-year federal initiative run for the budget years 1996/97 to 1998/99. The aim of the program was to improve the delivery of labour force development by drawing on community input for new ways of doing business, and developing education and training solutions on a community-by-community basis.

Through the Strategic Initiatives Program, the Yukon and federal governments entered a joint agreement to fund labour force development programs in Carcross and Pelly Crossing. The federal and territorial governments each contributed $400,000 annually to these programs. The total funding for the two projects over three years was $2.4 million.

The Advanced Education Branch provided leadership on the projects in Carcross and Pelly Crossing. The purpose was to assist community development by working with a community team to identify opportunities and to develop and implement a community training plan administered by an employment training association in each community.

The training associations in Carcross and Pelly Crossing took different approaches to addressing the training and labour force challenges facing each community.

Carcross focused on providing immediate on-the-job training for local residents. Seven job projects employed 23 people in various training programs such as database development, finance, office administration, building inspection, and commercial cooking.

Pelly Crossing took a longer-term view to addressing training and workforce issues. One priority was to address substance abuse problems. To this end, the community initiated eight different projects, including the development of a community youth centre and elder camps, and the construction of a healing camp at Tatlmain Lake.

The Strategic Initiatives Program concluded with the 1998/99 budget year. Community feedback from participants in Pelly Crossing and Carcross noted significant benefits, including improved access to skills training and employment opportunities, and enhanced longer-term community planning.

An assessment of the program is currently underway.

Literacy Programs ~ Nurturing Human Potential

The Advanced Education Branch is responsible for providing financial and program support for literacy projects throughout the Yukon.

In 1998, the branch granted $150,000 per year to Yukon Learn in a three-year contribution agreement to provide literacy programming in the Yukon. Advanced Education also budgeted another $50,000 to support literacy projects, primarily in rural Yukon, where financial and human resources may be limited.

In 1999/00, Advanced Education allotted a total of $224,000 for literacy development in the Yukon. In addition, $140,000 was dedicated to literacy development from training trust fund sources.

The changing nature of education and work is placing increasing demands for literacy on people everywhere. The Yukon Training Strategy, which was revised in 1998, identified the need to update the territory's literacy strategy. This recommendation was based on the following factors that are impacting the demand for literacy and the nature of the training required for Yukon people:

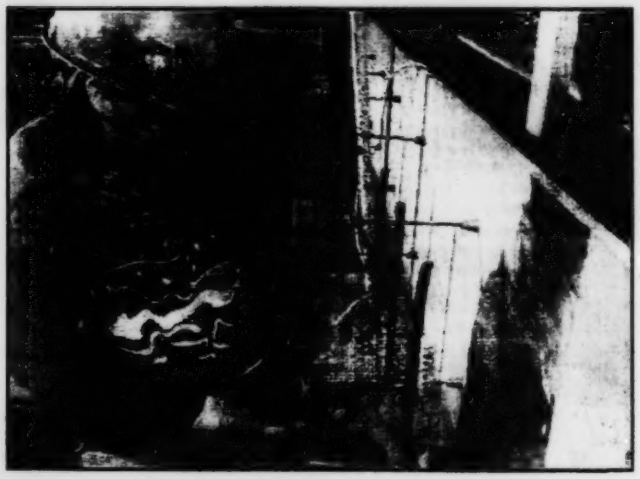
- current Canadian research on the subject of literacy
- information that is being made available through ongoing literacy research
- changing and advancing technology
- the new challenges of First Nations self-government

To fulfill the recommendations of the Yukon Training Strategy, and to plan for the changing role of literacy in education and work, the Yukon government began a review and consultation for a new Yukon Literacy Strategy in late 1999 and early 2000.

A draft of the new literacy strategy is scheduled to be ready for public consultation by fall 2000.

Trades related training and apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in the Yukon, and by promoting interprovincial Red Seal trades standards. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and input on trades-related skills development and pedagogy.
For example, in 1998/99 Advanced Education surveyed Yukon industry to determine training needs. Based on the survey results, Yukon College offered an Oil Burner Mechanic Upgrading course in Whitehorse. The course was well attended and very successful according to participant feedback.



As well, various other trades-related courses were offered in Yukon in 98/99 and 99/00:

- Carpenter Level I and Carpenter Level III
- R2000 building standards course
- Electrical, carpentry and cook pre-employment course
- Level III Automotive Service Technician Technology (2-year) program.
- CBAT Electrical Levels

"Advanced Education Refines Oil and Gas Training for Yukoners"

In addition to the seven new funds created as a result of the Yukon Training Strategy in 1998/99, the Advanced Education Branch contracted the Northern Research Institute to complete a needs assessment of training required in the southeast Yukon in response to emerging oil and gas activity in the area. Based on the findings, oil and gas training was offered in Watson Lake, Ross River, and Old Crow in 1998/99. As well, $50,000 was invested in oil and gas training for Yukoners in 1999/00.

In addition to supporting training, the Yukon government also supports apprenticeship and trades certification through the Yukon Government Apprentice Program. During 1998/99, the program employed 18 apprentices in various trades in Yukon government operations around the territory. In keeping with the government's commitment to employment equity, seven members of First Nations and four women were placed in apprenticeship positions during this period.

Sixteen apprentices were employed through the government apprenticeship program during 1999-00. Members of Yukon First Nations held four of the apprentice positions in 1999-00, and women held five. All of the training positions were filled with residents of the community or surrounding area.

Student Financial Assistance

The Department of Education helps Yukon students who undertake post-secondary education by providing direct financial assistance of the following types: student grants; student training allowances and Yukon Excellence Awards. In 1998/99, the department provided a total of $2,635,567 in direct assistance through these programs. In 1999/00 it provided a total of $2,865,116. That was an increase of nearly $230,000.

Scholarships and Bursaries administered by the Advanced Education Branch:

- Lester B. Pearson College of the Pacific Scholarship
- Western College of Veterinary Medicine
- Vancouver Yukoners Association Scholarship Fund
- Nicolas John Harach Scholarship
- Yukon Husky's C.B. Radio Club Scholarship
- Canadian Army Yukon Scholarship

In addition to providing direct financial assistance to students who undertake post-secondary education, the department also assists students in other ways. For example, Yukon College continues to offer affordable education by maintaining some of the lowest tuition fees in the country. As well, unlike many other Canadian jurisdictions, the Yukon has maintained its student grant programs, where other jurisdictions have replaced grant programs with loan programs.

As well, the department, administers several scholarship, bursary and loan programs. Of particular interest are the Canada Student Loan program and the Millennium Scholarship fund. In 1998/99, Yukon students received $1,236,853 through the Canada Student Loan program and in 1999/00, $1,304,463. Beginning in the 1999/00 year, 105 Yukoners benefited from General Awards of $3,000 through the Millennium Scholarship Fund. This translated into $315,000 in additional direct support to Yukon students.

Young Voices ~ the Key to our Future

The Department of Education's Advanced Education Branch played the lead role in the planning and development of the Yukon Youth Strategy.

The Yukon government tabled the youth strategy in the fall 1998 sitting of the Yukon legislature. Titled Young Voices: The Key to Our Future, the strategy establishes goals for the Yukon government to achieve in partnership with youth and with other levels of government. The strategy focuses on empowering youth to become more involved in the many decisions made on their behalf.

In 1999, the department established the Youth Advisory Board to maximize the youth involvement in government decision-making. Youth from all Yukon communities were appointed to sit on the board, which met three times in 1999. These early meetings helped the youth representatives set out the new advisory board's roles and responsibilities.

A youth strategy section was also added to the www.yukonyouth.com website.

The Department of Education funded the new Youth Plan to Take Over the World Conference in 1998/99 and again in 1999/00. The department provided $35,000 for preparation and follow-up of the conference each year, fulfilling the youth strategy commitment to support the development of an annual youth conference.

The 1999-00 year saw the government commit $200,000 for strategic spending on winter activities for youth. This investment was in keeping with the youth strategy commitments to improve the health of young people, and to encourage their participation in community life. Activities such as hockey, snowboarding, dog sledding snowmobile/winter survival, video dance parties, guitar-playing workshops, and job training were all sponsored through a contribution agreement with Crime Prevention Yukon.

EDUCATION SUPPORT SERVICES

The Education Support Services Branch fulfills service and support roles externally to the public, and internally, to other branches of the Department of Education.

External Service Functions of the Branch:

- Schools, teachers, and parents, and other partners in education.

Internal Support Roles

- Administration, facility management, capital project management, finances, human resources, student transportation, computer/technological support, and communications and policy development.

Program Objectives

- To support the Deputy Minister's office by providing financial, administrative, and human resource services for the department in consultation with the other branches and other government departments.
- To provide branches with financial, administrative and human resource support services so that resources are used effectively.
- To develop departmental policies and provide communication services.
- To coordinate and provide information technology support services to all branches in the Department of Education, including schools and community libraries.
- To encourage participation of all branches and schools in an energy management program.

Applied Technology to Improve School Bus Safety and Efficiency

In 1998, the Department of Education purchased a student transportation management software system called *Bustops*.

The department's existing student information database was incorporated into *Bustops*, providing superior capacity to provide information about the students using the buses. This information is particularly important in the event of an emergency.

The department will also be using the *Bustops* program as a tool for analyzing service delivery. In some cases, this can result in savings through the consolidation of bus routes.

Human Resource Information System

Part of the role of the Education Support Services Branch is to provide human resource management services to all the branches of the Department of Education.

On January 1, 1999, the Yukon government began using a new fully integrated human resource software package called Peoplesoft.

The conversion to the Peoplesoft system coincided with the decentralization of many aspects of human resource management functions to individual government Departments from the Yukon government's Department of Finance.

At the beginning of July 1999, the Department of Education was the first department in the Yukon government to assume responsibility for administering its payroll functions in-house. At the same time, the Department also took the lead in assuming responsibility for its own staffing and position management functions within the Peoplesoft system environment.

The decentralization of human resource functions from the Department of Finance and the Public Service Commission enables departments to take ownership of decisions affecting their organizations and employees. Once fully implemented, the HR Information System will reduce duplication, permit more efficient processes and enhance reporting.

School Bus Services ~ Tuning up the Tendering Process

The Department of Education wanted to overcome the perception that its school busing tender was structured in such a way that only large, outside contractors could bid.

The goal of the Facilities and Transportation Unit of Education Support Services was to structure the school busing tender for 1998/99 in such a way that smaller, local contractors would have equal access to busing contracts. This would address two goals: to improve access to the tendering process by small contractors, and to improve the level of competition, thereby reducing the department's busing costs.

The Department of Education modified busing tenders to reduce contract security and bus age requirements, and tendered rural communities separately and at a different time than the Whitehorse tender.

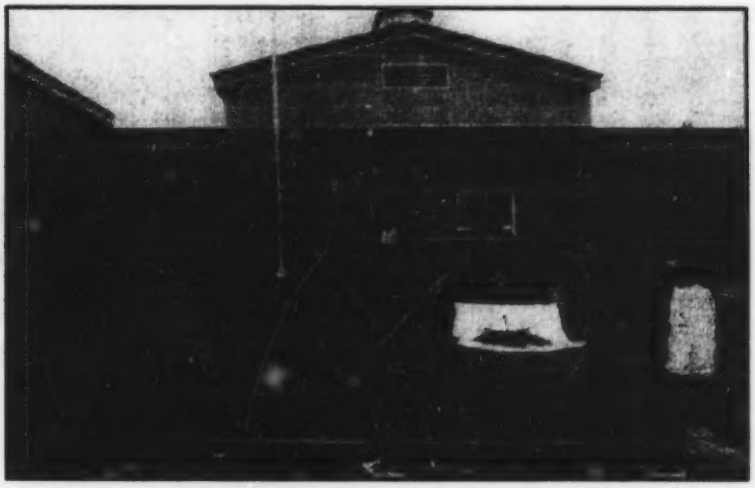
A total of five contractors bid on busing contracts for various communities. Four communities were won by three of these small contractors (Haines Junction, Watson Lake, Dawson, and Mayo). Diversified Transportation Limited was the successful bidder in all other communities.

Under the new criteria, the school busing costs were $365,000 lower in 1998-99 than in the previous financial year.

School Facilities: Learning from the Ground up

The Department of Education strives to provide safe, pleasant, energy efficient schools for the Yukon's students and staff, within the financial and program priorities set by the Yukon government.

The 1998/99 year saw a $5.2 million expenditure to build the new Chief Zzeh Gittlit School in Old Crow, the start of planning and design for a new Ross River School, as well as planning for a new school in Mayo. The 1999/00 year saw the start of construction of the Ross River School, and the continued planning and design for the new Mayo School. The department also identified priorities for future capital building projects, including additions to Whitehorse Catholic schools, Eliza Van Bibber School in Pelly Crossing and Tantalus School in Carmacks.



Ross River School Opening Ceremony

Conservation Action Program

As part of the Yukon Department of Education's commitment to encourage an energy management program in all branches and schools, the department participated in the Conservation Action Program.

Virtually all Yukon schools participated in this five-year energy conservation program from 1993 to 1998. The program rebates twenty percent of the energy savings realized back to participating schools. The savings are then used to fund further energy-saving renovations at the schools.

Energy savings totaled approximately $325,000 over the five years of the program.

While the program has now concluded, the department continues to reap its benefits in terms of energy conservation and reduced school operating costs for Yukon taxpayers.

LOOKING AHEAD...

Conversations in Education and Education Act Review

The Yukon *Education Act*, proclaimed August 13, 1990, specifies that a process for its public review must be in place by the Act's tenth anniversary.

Together with the Department of Education, the three legislated partners (First Nations, school councils, and the Yukon Teachers' Association) collaborated on a plan to review the *Education Act*. In 1999, the three partners began work to select a small steering committee responsible for planning the review process. By June, 1999 an eight-person steering committee was at work on guidelines and procedures for the review process, and the setting of a timeline for the consultation process associated with the *Education Act* Review.

Concurrent with the *Education Act* Review steering committee's planning work, the Department of Education coordinated *Conversations in Education*, a series of public lectures and events designed to engage the public in a dialogue about the future of education in the Yukon.

As a result of the planning work done by the *Education Act* Review Steering Committee, the public consultation phase of the review is scheduled to start in the fall of 2000. The consultation is expected to be extensive, and to include public meetings in every Yukon community.

School Evaluation: new model

During the 1990s, the Department of Education used the British Columbia model of school evaluation and accreditation, revising and refining it in order to shape a model that met the Yukon's needs. The outcome of the changes was the Yukon School Improvement Plan.

By the end of the 1999/00 school year, all Yukon schools had completed their first school improvement plan.

The experience gained in the first round of the Yukon School Improvement Plan highlighted the fact that the process was very labour intensive for teachers and school councils. Before starting the second round, the department decided to conduct a review of the process, and to recommend changes. This review is expected to begin in the Fall of2000.

Whitehorse K-7 Planning

Over the course of the past few years, the Department of Education has noticed that enrollment is declining in Whitehorse. The department will undertake a study of enrollment and capacity to assist with planning and management of Whitehorse schools.

Advanced Education

Co-management HRDC/Yukon: Evaluation of Services

The Labour Market Development Agreement signed between the Yukon and federal governments mandated an independent formative evaluation of the Canada/Yukon Labour Development Agreement.

EKOS Consulting of Ottawa was contracted to complete the evaluation, which analyzed the allocation of money to programs such as targeted wage subsidies, retraining support, job creation partnerships, self-employment training, and local labour market partnerships. The evaluation is part of a countrywide framework of evaluation for labour market development initiatives, and is expected to be complete in 2000.

Libraries and Archives

In the upcoming year, department will continue consultation with community library boards to discuss the new funding formula for community libraries. As well, preparations will continue for the opening of the Watson Lake Community Library in the new Town of Watson Lake building.

The Yukon Archives will prepare a public display commemorating the centennial of the White Pass and Yukon Route Railway and its impact on the community of Carcross.

Access to Information

Public requests to the Yukon government for information under the terms of the Access to Information and Protection of Privacy Act (ATIPP) are increasing.
Libraries and Archives staff will work with departmental ATIPP coordinators in order to streamline application and response procedures and address operational demands stemming from this increase in requests.

Yukon Archives: At Home in the Yukon display